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ABSTRACT

The document--half of which consists of appendixes--is intended as a guide for developing and implementing preschool recreation programs for handicapped children, based on the Preschool Recreation Enrichment Program (PREP) model. Information on the growth and development of both normal and handicapped preschool children is presented, touching upon such aspects as motor, cognitive, language, social, and emotional development. Specific needs and behaviors of the preschool child are discussed, and approaches for working with behavior problems are suggested. Typical behaviors examined include interacting with other children, resolving conflict, sharing, handling frustration, and attention span. An overview of the administration of preschool recreation programs for the handicapped is presented, covering such aspects as getting started, identifying children, admissions criteria, staffing, funding, and parent involvement. The PREP model itself is described in detail, in terms of assessment, planning, implementation, and evaluation. Seven appendixes include sample competency lists, PREP skill assessment sheets, and selected sources of federal domestic assistance. (DLS)

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Preschool Recreation Enrichment Program

Implementation and Resource Guide Vol. I

An Aid for Providers of Recreation and Education Services

EC 123070

KAREN LITTMAN
LIN LESLIE

PRESCHOOL RECREATION ENRICHMENT PROGRAM (PREP)

IMPLEMENTATION AND RESOURCE GUIDE

An Aid for Providers of Recreation and Education Services

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"Where Do We Begin"

"Help me experience all of life's beauty
Come take my hand let's learn to explore
Help me experience
Oh where do we begin
As we learn with each other to
Experience life together."

"In play we experience life
Discovering and learning
Everyday
In many ways
Pursuing new interests
Creatively working
In a group or on our own
Out of doors or in the home."

"Help me experience
Oh where do we begin,
As we learn with each other to
Experience life together."

"Learning takes place everywhere,
Recreation for everyone
It's the agent of change
We've begun to see
An agent of change
Involving you and me
So come take my hand
Let's do all we can
Continue to grow
Wherever you go."

"Help me experience all of life's beauty
Come take my hand
Let's learn to explore
Help me experience
Where do we begin
As we learn with each other to
Experience life together."

Music & Lyrics
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FOREWORD

The enactment of the Education for All Handicapped Children Act of 1975 (Public Law 94-142) requires that handicapped children ages three to 21 be provided a free appropriate public education. "Physical Education" is defined in the law as an instructional service and "Recreation" as a related service. This means that physical education must be included as a part of a child's specially designed program to meet his unique needs. As a related service, recreation must be provided as a supportive service to assist a handicapped child to benefit from special education.

Both physical education and recreation are especially important to the preschool handicapped child. Running with confidence, climbing easily, riding a tricycle, and other physical activities are skills that contribute to the well-being of a preschool child. They are also skills which help him immeasurably to integrate himself into the social fabric of his community.

Education of handicapped children ages three through five is priority under law; states providing services to children in this age group may receive incentive grants based on the number of handicapped preschool children served. As cited in the Rules and Regulations of P.L. 94-142, Section 121 Incentive Grants provides that:

"Congress establish incentive grants in the recognition that when education begins at the earlier stages of development

(1) benefits are maximum

(2) additional or more severe handicaps may be prevented and

(3) greater long term cost effectiveness is realized."

Although in recent years park and recreation agencies have begun to provide services for handicapped individuals, these programs are not yet of high priority. P.L. 94-142 offers many new challenges for the recreation field. Park and recreation agencies need to prepare for the implications of this new legislation which, as such, does not directly mandate recreation services for preschool handicapped children. However, if recreation is to have an impact on the education of these children, the recreation professional will have to develop a leadership philosophy that goes beyond mere recognition of need to a commitment to certain recreation, philosophical, and ethical goals. Recreators must demonstrate how recreation services contribute to child growth and development and how they can be included in the child's Individual Education Plan (I.E.P.). To help accomplish this, park and recreation agencies must make tangible the commitment to recreation as a viable part of education programs in the service to the handicapped.

The Preschool Recreation Enrichment Program (PREP) grew out of such a commitment. It was also a response to the growing recognition that there was a desperate need to supply teachers of handicapped and regular children (as well as auxiliary personnel) with the techniques and tools whereby they could best exercise their skills on behalf of the handicapped child. By a three-year research and demonstration grant from the Bureau of Education for the Handicapped, a model was developed and tested for implementing recreation programs for preschool handicapped children in park and recreation agencies. It is our hope that these materials will help recreators and others provide quality recreation services for preschool handicapped children.

Melville Appell, Specialist
Division of Research and Innovation
Bureau of Eduction for the Handicapped
United States Office of Education

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INTRODUCTION

In 1975, the Bureau of Education for the Handicapped awarded the Maryland-National Capital Park and Planning Commission's Special Services Division a three-year research and demonstration grant to develop and test a model to assist recreation personnel in the implementation of recreation programs serving preschool handicapped children. This model became PREP--Preschool Recreation Enrichment Program.

PREP is a recreation-based motor and associative learning program, based on a life experience approach, which emphasizes motor, language, social, and emotional development of preschool handicapped children.

The PREP Model

The PREP Model includes the following components:

- program planning based upon the assessed needs of the target group
- long- and short-term program planning
- planning and implementation based upon established goals and objectives
- implementation based upon an approach which utilizes small groups to introduce new skills and large groups to practice these skills
- continuous evaluation of the total program
- regular staff involvement for problem-solving and program planning, evaluation, and modification

The PREP Instructional Materials

The PREP Implementation and Resource Guide and the PREP Manual were developed to assist the recreator plan and conduct recreation programs serving preschool handicapped children. In 1975, the PREP Model was first pilot-tested in Prince George's County, Maryland. In 1976, after minor revisions, a carefully controlled experimental study was conducted with 25 preschool handicapped children to test the Model's effectiveness. The results of the study supported the hypothesized relationship between early intervention programs and increased performance of preschool children: Children enrolled in the PREP Program improved significantly in the areas of expressive language and manipulation of small objects.

Preliminary field testing of the instructional materials and Model was then undertaken on a regional basis. Development and revisions of these materials reflected significant input of staff from the preliminary field test sites. Preliminary field testing further supported the hypothesis that the PREP instructional materials and Model were useful to public park and recreation agencies serving preschool handicapped children.

The Target Population

The target population for the PREP Program has been defined as those children ages three through five with developmental delays which are not severe enough to preclude independent functioning. The target population may also include children who are functioning at an age-appropriate level.

The Use of the Guide

The PREP Implementation and Resource Guide is designed as a resource for developing and implementing preschool recreation programs based upon the PREP Model. While it is intended to be used in conjunction with the PREP Manual, it provides information useful in implementing any preschool recreation program and can be used by itself; it can provide a base for establishing new programs or expanding existing ones.

Though this Guide is specifically designed to help recreation personnel provide programs for preschool handicapped children, it may be useful to parents and other professionals as they work to establish and improve services for preschool handicapped children.

The Organization of the Guide

Chapter 1 presents information on the growth and development of the "normal" preschool child and the "special" preschool child. Chapter 2 deals with specific needs and behaviors and discusses approaches for working with behavior problems. Chapter 3 provides an overview of the administration of preschool recreation programs. Chapter 4 describes the PREP Model.

Development of the Preschool Child

Introduction

An obvious, but sometimes overlooked, aspect of planning a recreation program for preschool handicapped children is that the primary concern is for the child. Adults (planners and administrators) often find themselves concerned with the practical considerations of the program itself; staffing, space, transportation, funding, outreach, and scheduling become the primary focus. While these are essential elements of a successful program, they cannot be the starting point for program planning. The starting point must be the child--his abilities, his needs, his potential. Only then can a program be designed to fulfill the essential purpose of enhancing the development of each child.

Aspects of Child Development

During the period from birth to the age of six, the child does more changing, growing, and learning than during any other time period of his life. It is a marvelous time, full of wonder and exploration, the joy of discovery, and the mastery of skills. It is also a difficult time, fraught with the challenge and frustration of coping with a world of unknown elements and unmastered skills. It is a critical time of life in which the experiences a child has and the opportunities he has to explore and expand his horizons are essential for healthy growth and development.

During the years from three to six, tremendous changes take place in a child's ability to move and control his body; his ability to use language; his sense of identity, competence and morality; his cognitive abilities; and his social and emotional functioning. Growth in each of these areas tends to be interrelated and interdependent with growth in the others. Functioning in one area cannot really be understood without considering how the child is functioning in each of the others. Furthermore, development cannot be understood without also considering the importance of play.

Motor Development

Observing a preschool child is similar to watching a tornado: One notices continuous movement. Consider Jimmy as he comes to the recreation center. He says a quick hello to the leaders and may stop to give a one-sentence summary of an important happening in his day. Then off he goes to his favorite toy--the tricycle. Riding across the room, he sees something new and leaves his tricycle to explore. He discovers the new object to be a magnifying glass. Looking at articles through it holds his interest only briefly; now he sets it down in favor of pushing the toy truck across the room to load it with blocks. He sees another child building a tower, and he builds one also. Hearing the leader instruct the children to put away toys, he knocks down his tower and runs across the room to the meeting area. The leader has to remind him to go back and place the blocks in the proper storage area.

Jimmy has been playing. But he has done more. He has been engaged in a young child's way of learning through movement.

Piaget, the Swiss psychologist, has stated that the child learns to know the real world by acting upon it. When the child runs and bumps into a table, he learns that objects have substance. When a child jumps from a step, he learns about visual distance and his own ability to deal with that distance. When he handles a toy truck, he learns properties of texture and force and about mechanical aspects of wheels. Truly, a child's play is a pathway to learning.

Piaget calls this stage of development the sensory-motor stage, during which the child develops fundamental motor skills, such as walking, running, jumping, pushing, pulling, and lifting. He begins to associate his sensory impressions with motor output, and movement becomes more refined. When walking on a narrow ledge he learns to use his body to adjust his balance and avoid falling. Going through an obstacle course, he can judge body size and not hit his head or back as he moves through a tunnel. He learns to use his arm strength to pull himself over a bar on the jungle gym. He judges space through which he can move his body and estimates from what height he can safely drop to the ground. He has learned to combine what he sees, hears, and feels with his newly-acquired motor skills. He can now make judgments about individual motor tasks.

Motor skills are normally acquired in an orderly, sequential manner; each skill builds upon those already learned. Jimmy enjoys riding the tricycle, but looks enviously at the older children riding bicycles. If Jimmy tried the bicycle now, he would be unsuccessful. He has not yet reached the developmental milestones necessary to give him sufficient awareness of body and space, balance and physical strength to ride the two-wheeler. During his play, he continues to develop these abilities. He runs, stops, starts, and changes directions (learning about space). He rides the tricycle and scooter and pushes his friends in a wagon (developing muscle strength and endurance). He walks on rails, climbs ladders, hangs upside down, slides, and swings (experiencing his body in space and motion). Soon he will be developmentally ready to ride a bicycle, and success will be assured.

Cratty, a noted specialist in motor development, has written of the importance of movement in the formation of self-concept. Through the experiences of exploring and manipulating the environment, a child develops a realistic picture of what his body can do. Jennifer playing on the climbing apparatus learns how big she is by reaching and moving through space; she learns how her body can bend and stretch to reach a distant bar, how much force she must use to support her body weight, and how well her fingers can grip. At the same time, she gradually develops an awareness of her potential for movement success.

Jimmy is in the sandbox playing with the toys. He is scooping sand into a bucket and pouring it down the chute. By turning a handle he empties the sand into a truck. Using a lever he raises the body of the truck and dumps out the sand. Like Jennifer, Jimmy has combined sensory and fine motor skills to learn that he can act on his environment. He can manipulate objects to better serve his needs. He is learning important things about himself.

Motor Development and the Special Child

Far more similarities than differences exist when comparing the child with special needs with other children in terms of motor development. There are, however, a few factors to be considered when programming for those with handicapping conditions.

Regardless of the disability, children will develop most motor skills in an orderly, sequential manner. However, some skills may be omitted in the developmental process as a result of lack of opportunity, pressure from adults to advance beyond developmental readiness, or deficient perceptual skills in a given area which hinder learning a particular skill. It is important that the leader be aware of the child's deficiencies and provide opportunities for him to acquire omitted skills.

The leader may need to provide equipment to encourage skill-building, such as scooter boards for crawling or tunnels and obstacles. Or the leader may need to teach a specific skill which most children learn without specific instruction. For example, it may be necessary to hold the hands of a non-jumping child and bounce him on a trampoline or gently move him through the procedure of jumping. Often it will be appropriate to devise a different method of presenting a skill to the child who has a perceptual deficit. The hands and arms might have to be guided through the motion of hammering, allowing the fingers to feel the pegs to be pounded, as well as the eyes to see them.

Development of a special child, while following the same sequential pattern, may move more slowly than that of the normal child. In this case, it is important that the child be allowed to take the necessary time to experience and explore at his own rate without being expected to keep up with his peers. As long as the child is making some progress along the developmental scale, it is better to allow the necessary time than to pressure the child to move on to new skills before the previous ones are fully mastered. Such pressure may result in poor performance of more advanced skills at a later point of development, as well as increased risk of poor self-concept formulation and reluctance to attempt motor tasks.

Some children may need to be brought to the proper interest level for learning. Children who are overactive may need less stimulation, while others will need to be stimulated to be more active. Play experiences can provide opportunities for the leader and child to set cooperatively the proper stage for activity. The leader may separate the child from a large group, isolate the toys the child is using, or provide a quiet setting if the child is overstimulated. If the child needs more stimulation, the leader can expand the available opportunities, encourage increased participation, and reward and motivate the child through successful experiences.

It is important for the leader to have a general knowledge of age-appropriate motor behavior, so that he can establish realistic expectations for the child. However, developmental scales vary by several months in the age stated for achievement of particular skills, just as children vary in their normal rate of maturation. Scales should be used only to indicate approximate developmental age norms. More important, developmental scales can give the leader a knowledge of the sequence of skill acquisition. With this information, the leader can determine what play experiences should be provided so that the child has the opportunity to develop the next appropriate behaviors. The leader also can determine whether the child is following a normal sequence of skill development or whether remedial intervention should be pursued.

The tables on the following pages are adapted from the Learning Accomplishment Profile. They are offered to those working with preschool children as guidelines for understanding sequential patterns of movement.

Cognitive Development

Play fosters the total development of the child and is intimately related to cognitive development--mental growth and activity. It involves the processes of thinking and understanding that most children employ in daily activities. Cognitive development includes remembering, problem-solving, planning, imagining, judging, and deciding. These processes evolve through play, as does language, motor, and social functioning.

According to Piaget, play is directly linked to a child's mental growth and intelligence. He believes that children begin the process of true conceptual thinking through play experiences. Jenny learns that the building blocks have weight by lifting them; she learns about space by stacking the blocks on top of each other; and she learns that gravity will eventually cause the blocks to fall. As Jenny uses the blocks to build a bridge, she is using cognitive skills of planning, imagery, and problem-solving.

Jerome Bruner, a noted psychologist and researcher, has also described the role of multi-sensory experiences in cognitive learning. He believes a child's learning moves from concrete (handling an object) to imagery (visualizing the object without seeing it) to symbolic (recognizing a word for the object). From this perspective of a child's cognitive development, it is easy to see the importance of physical manipulation of objects. A child who has opportunities during play to string beads, hammer, lift, push, and pull is experiencing, through all the senses, the concepts needed for intellectual growth. According to Piaget, children who do not have early appropriate opportunities for conceptual learning take longer to learn the same concepts at a later age.

Cognitive Development and the Special Child

The term "children with special needs" emphasizes the concern that special children are, first of all, children. All children go through a process of learning to identify objects, remember instructions, and solve problems. The child delayed in

Gross Motor Development*

Behavior	Developmental Age (in months)
Lifts head when held at shoulder	1
Makes lateral head movements	1
Prone--makes crawling movements	1
Prone--lifts head momentarily	1
Turns from side to back	2
Held sitting--head position predominantly erect	2
Rolls over	3
Held standing--lifts foot	3
Pulls to sit--no head lag	4
Turns from back to side	4
Sits without support	5
Stands, holding on	6
Pulls self to stand	8
Walks with assistance	11
Stands alone well	11
Attains sitting position unaided	12
Crawls rapidly on all fours	12
Walks alone	12
Throws ball	13
Walks sideways	14
Walks backwards	14
Lets self down from standing to sitting	15
Kneels unaided with slight support	15
Stoops to pick up toys from floor	15
Stands on right foot with help	16
Tries to stand on walking board	17
Creeps backward down stairs	18-24
Picks up toy from floor without falling	18-24
Pushes and pulls large toys, boxes, etc. around floor	18-24
Carries large teddy bear or doll while walking	18-24
Throws ball overhand	19
Walks with one foot on walking board	20
Walks down stairs (hand held)	21
Gets down from adult chair, without assistance	21
Kicks large ball	21
Walks up and down stairs, without assistance	21
Stands on left foot alone	22
Walks on line, general direction	23
Jumps in place	24
Pedals tricycle	24
Walks on tiptoe	30
Balances on one foot for 5 seconds	36
Walks on a line	36-48
Jumps from bottom step	36-48
Goes up stairs using alternating feet	36-48
Squats in play	36-48
Runs	36-48
Throws ball overhand	36-48
Catches bounced ball	36-48
Skips on one foot	36-48
Stands on one foot for 4-8 seconds	36-48
Hops on one foot	36-48
Balances on one foot for 10 seconds	36-48
Climbs ladders and trees	48-60
Walks backward--heel-toe	56
Runs lightly on toes	60-72
Skips on alternate feet	60-72
Jumps rope	60-72
Uses overhead ladder	60-72
Dances to music	60-72
Roller-skates	60-72
Hops 2-3 yards forward on each foot separately	60-72
Walks on board (6 cm. board) without stepping off for full length	60
Jumps from height of 12", landing on toes only	60-72

*Source: A Manual For Use of The Language Accomplishment Profile. Ann Sanford, editor. Funded by the Bureau of Education for the Handicapped and the Office of Child Development, U. S. Department of Health, Education and Welfare. Kaplan School Supply Corporation, 1974.

Fine Motor Development Scale*

Behavior	Developmental Age (in months)
Retains red ring when placed in hand	1
Holds hands together	2
Reaches for dangling ring	3
Watches movement of own hands	3
Grasps rattle	3
Recovers rattle from chest	4
Reaches for objects	4
Picks up cube	5
Bangs in play	5
Rakes and attains raisins	6
Lifts cup with handle	6
Grasps string	7
Pulls out peg	7
Shakes bell	7
Bangs spoon	8
Transfers cube from hand to hand	8
Hits cup with spoon	10
Has neat pincer grasp of raisin	10
Removes cube from cup in imitation	11
Does not drool	11
Holds crayon	11
Pushes car	11
Puts 3 or more cubes in cup	12
Marks with pencil	12
Recovers cube concealed by cup	12
Builds tower of 2 cubes	13
Picks up and holds 2 small objects in one hand	14
Dumps raisins from bottle spontaneously	18
Turns pages of book 2 or 3 at a time	18-23
Turns knob (radio)	18-23
Throws small rubber ball	20
Builds tower of 5-6 cubes	21
Paper--folds once imitatively	21
Book--turns pages singly	24
Has well-developed handedness	24-29
Turns door handles	24-29
Can roll, pound, squeeze, pull clay	24-29
Fills and dumps containers with sand	24-29
Formboard--adapts in 4 trials	24
Manipulates egg beater	27
Enjoys finger painting	30-35
Makes mud and sand pies	30-35
Paints strokes, dots, and circular shapes on easel	30-35
Cuts with scissors	35
Picks up pins, thread, etc. with eyes separately covered	36-48
Drives nails and pegs	36-48
Builds tower of 9 cubes	36-48
Holds crayon with fingers	36-48
Strings 4 beads	36-48
Closes fist and wiggles thumb in imitation, R & L	36-48
Puts 6 round pegs in round holes on pegboard	36-48
Imitates building of bridge with cubes	36-48
Builds tower of 10 or more cubes	48-60
Draws with pencil or crayon	48-60
Draws simple house	48-60
Prints simple words	48-60
Paper--imitates folding and creasing paper 3 times	48-60
Paper--folds triangle from 6"-square in imitation	48-60
Learns to lace shoes	60-72

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*Source: A Manual For Use of The Language Accomplishment Profile. Ann Sanford, editor. Funded by the Bureau of Education for the Handicapped and the Office of Child Development, U. S. Department of Health, Education and Welfare. Kaplan School Supply Corporation, 1974.

cognitive development may be easily distracted and have a short attention span. He will learn to remove his coat and hang it in the storage space just as other children do, but he'll need more time to practice. His attention will frequently be diverted from the task at hand, so he will need continual encouragement, verbal support, and praise for ignoring the distracting environment and completing the job he started.

The special child's development, while following the same general sequential pattern, may proceed more slowly than that of the normal child. The following are guidelines for working with children who are delayed in cognitive development:

- Break down tasks into smaller learning modules.
- Teach through activity as well as verbal directions and demonstrations.
- Teach using many senses. Have the child see, hear, touch, and move objects.
- Assure success by following a sequential order and moving through small steps.
- Use repetition. Repeat learned tasks so that the child experiences success.
- Give brief, simple directions.
- Teach prerequisite skills separately before introducing complex activities.
- Reduce distractions. Provide a distraction-free setting for learning new tasks.
- Reinforce good behavior.

While a child's limitations must be considered, it is important not to let that awareness immobilize either the child or the staff. By helping a child develop his strengths, it is easier for him to compensate for his areas of weakness. By setting realistic expectations based on a sequential scale of mental behaviors, it can be anticipated that any child, regardless of handicapping condition, will show progress in learning to accomplish a task.

Language Development

Equally involved in cognitive learning is the development of language skills through play and movement experiences. The language the child uses is stimulated through play. Word concepts of size, shape, color, texture, and form take meaning as a child feels, squeezes, molds, lifts, and fingers a variety of objects. How can a child come to understand the meaning of "heavy" any better than by lifting and pulling? An adult tosses an infant into the air and speaks the words, "Up . . . down" and learning begins. The child on a slide understands "down" in a different way. "Go fast," laughs the child asking for a piggy-back ride. Leaders give meanings to children when they say, "Be careful . . . push hard . . . do it quickly . . . play quietly." The child's background of language broadens to include new conceptual understandings.

A child's ability to use language is a complex interaction of many factors: cognitive and perceptual development; language experience; non-language experience; physical development; and maturation. Linguists and psycholinguists are only beginning to classify the relationships and interdependencies which exist in the language acquisition process.

The language that a child uses is not necessarily a "watered down" version of adult language; rather, it is unique. Although closely related to other areas of functioning, child language has its own logic and structure. Furthermore, language appears to develop in an orderly, sequential fashion in both developmentally-delayed and normal children.

The chart on page 9, from Biological Foundations of Language, puts into sequence the development of expressive and receptive language.

Language as Symbolic Representation

A major task confronting a child of three or four years is the mastery of representational skills--learning that a real object can be represented by a picture, a drawing, or words. Piaget refers to this process as the "symbolic function." It is understandable that a child who sees a real dog running down the street does not necessarily connect it with a picture or drawing of a dog, nor would he necessarily understand that the name "dog" should be applied to both the dog in the street and the dog in the book.A young child learns about language not only by having an adult supply words for him to model, but also by practicing that system of symbolic representation for himself.

A child's language skills allow communication with others in his world and, as language develops, they facilitate other kinds of cognitive and social growth. When compared with a toddler, a three-year-old appears to be a fluent talker, often practicing and revising his emerging language without awareness of the listener.

Language Development and the Special Child

When language development is delayed, it is difficult, if not impossible, to ascertain the causal factors with any degree of precision or certainty. Since linguistic ability is a blend of many functions, a wide variety of situations may be responsible for a child's development which is out of step with the age-related sequence. In some ways this may be the classic chicken and egg problem. Is language delayed, for example, by slowed cognitive development? Or, is cognition delayed by slow language development? Since both are equally plausible, it is important to refrain from inferring causes from observed delays.

Sequential Development of Language*

Language Behavior	Developmental Age
Cooing, smiling	12 Weeks
Turns head toward human voice; some chuckling sounds	16 Weeks
Cooing interspersed with consonant sounds	20 Weeks
Cooing changing to babbling, such as "ma, mu, da, di"	6 Months
Repetition of babbling patterns "gogie (doggy)"; distinct intonation patterns	8 Months
Sound play, such as gurgling, or bubble blowing; tries to imitate sounds	10 Months
Understands some words and simple commands; use of words such as "mama" and "dada" emerging	12 Months
Has vocabulary of more than three but less than 50 words; still much babbling	18 Months
Vocabulary of more than 50 words; begins to join words in two-word phrases: "daddy ball . . . me up"	24 Months
Fastest increase of vocabulary; 3- to 4-word sentences; great variation in intelligibility among children; understanding everything said to them	30 Months
1,000-word vocabulary; about 80% of utterances intelligible to strangers; negation well developed; use of questions expanding, but may not be complete question formation (e.g., "What we hit? . . . Where he hide it?"	3 Years
Speech similar to adult's in grammar forms; most consonant sounds stabilized except "r" and "th"	3 Years

*Source: Adapted from Biological Foundations of Language by Eric H. Lenneberg, John Wiley & Sons, Inc., 1967.

In addition, it cannot be assumed that a non-verbal child will also exhibit generalized retardation of cognitive or motor development or that neurological impairment will necessarily be evidenced. Similarly, it cannot be assumed that because expressive language (that which the child is able to say) is delayed, receptive language (that which the child is able to understand) will also be delayed.

The most productive strategy in dealing with apparent language delay is encouraging and supporting language functioning--not assessing causes or degrees of deficiency. A recreation program is, in many ways, an ideal place to nurture such functioning. For example, one of the first grammatical functions appearing in children's speech is that of action by an agent--noun/verb structures. A program which provides opportunities for children to move and to experience an action at the same time offers opportunities for the learning of language to describe that action. In order to learn to speak, a child must have a reason to talk, something to talk about, a way to communicate, and a setting in which to communicate.

The following suggestions are applicable for work with all preschoolers, but are particularly relevant in dealing with language-delayed children:

- Be a good language model. Speak slowly, distinctly, and appropriately.
- Be eager to listen to what a child wants to say and give him time to formulate what he has to say.
- Provide plenty of "talking time" for the children, both in groups and by themselves.
- Praise the child for each success.
- Encourage the child to verbalize needs rather than anticipating them yourself.
- Use concrete examples and real experiences when introducing new words.
- Emphasize communication rather than articulation.

Normally, children will attempt to repeat precisely what they hear. Therefore, the language to which they are exposed must be clear and accurate.

Social and Emotional Development

During the preschool years, a young child's horizons gradually begin to broaden to include people outside the immediate family. Genuine attachments to other adults, such as a recreation leader or teacher, are formed until, perhaps around the age of four, he can operate for fairly extended intervals in the company of his peers. Even so, during these years, the child needs to have a familiar adult nearby to turn to in moments of perplexity, distress, or crisis or to satisfy his need or desire to be held and cuddled.

Some children, from babyhood on, have a variety of adult caretakers (grandparents, neighbors, etc.), which may make it easier for them to accept new adults. Similarly, some children spend a good amount of time in the company of siblings, cousins, or neighbors close in age and are likely to show a temporary advantage in social skills over children with less experience. In the case of delayed children, their experiences are likely to have been more limited than most in interaction with peers. It may be necessary to "wean" such a child from his parent and transfer some loyalty to his recreation leader over a period of time. As the child becomes convinced that the leader, too, is a human being and that his parent will indeed return to him at the program's end, he can safely turn his attention first to the play materials and then to the other children.

Young preschool children may at first treat each other like "things." They may stare at each other and hesitantly reach out to touch and explore one another's faces and bodies. Having inspected and identified each other, they begin to play together. Initially, they are likely to engage in parallel play, with little or no overt interchange. Their conversation is usually limited to phrases such as "No . . . Don't . . . Mine!" Adults are called upon to act as go-between for any needed explanations or information exchange.

The overarching characteristic of the preschool child is what Piaget has called egocentrism. Simply put, egocentrism means the inability to see events or situations from another's point of view. Although we become most aware of this characteristic in social settings where the young child single-mindedly pursues his goals to the exclusion of other children's needs and goals, it is important to note that egocentric behavior is a result of the child's level of cognitive development and not a manifestation of a lack of social skills or training. It is important to understand that a young child at this developmental stage is incapable of viewing a situation from any viewpoint other than his own.

We can observe the result of an egocentric frame of reference when we watch children at play. Suppose, for example, that we observe a pair of three-year-olds in the sandbox. The first thing we might notice is that Jennifer is playing with a bulldozer on one side, humming and chatting to herself as she claims more and more sand for her mountain. Jimmy seems to be equally oblivious to the process occurring across from him; he is absorbed in digging a deep hole in his side of the sandbox. It is striking to note that although Jennifer and Jimmy look as though they are playing together and doing the same thing (playing with sand), they are hardly aware of one another and are busy talking to themselves and accomplishing their own tasks.

We see that Jimmy has dug as far as he can go and, in typical three-year-old fashion, decides to fill the hole. Looking around for an appropriate tool, he spies Jennifer's bulldozer. Jimmy crawls over and unceremoniously grabs the bulldozer from Jennifer's hands. Quite to his amazement, Jennifer grabs back; she is equally bound to her task of mountain-building. Jimmy manages to wrestle the toy from her hands, and Jennifer lashes out in anger with a plastic shovel.

What does a leader do in this situation? What is most likely to penetrate the tough-minded dedication to conflicting goals? We might say to Jennifer, "Don't hit" and to Jimmy, "Don't grab," but their egocentrism extends to whatever rules an adult might supply. We might also try to have them share the bulldozer, but since they cannot recognize that the other really needs and wants it as much as they do, such an admonition is likely not to solve the problem. What we do decide to do is to begin the process of educating Jennifer and Jimmy about differing viewpoints by saying, "Jennifer has the bulldozer now. When you are done, Jennifer, please give Jimmy a turn." We also quickly give Jimmy a way of filling his hole by giving him the dump truck that has been lying unnoticed in another corner of the sandbox. We watch to see when Jennifer finishes with the bulldozer and supply for her the language that she will one day use on her own: "Here, Jimmy. It's your turn to use the bulldozer now."

Later on, when children begin to do things in small groups, recreation leaders are likely to observe the spread of an activity or mood through a group of young children. Behavioral epidemics are common--no sooner has one child begun to do something than everyone else wants to do it! Likewise, if one child begins crying, others are likely to follow, reflecting both this behavioral contagion and the young child's egocentrism.

Unfortunately, too often it is assumed that goals in the social-emotional area of development are achieved as a result of simply grouping children together. Helping a child to grow and develop socially requires awareness and sensitivity, as well as careful program planning. Not only does the social-emotional development of children deserve as much attention as other developmental areas, it also has significant implications for the child's total development. While a happy, secure child is free to learn, a child whose basic social and emotional needs are not met cannot turn his attention to the exploration and discovery of the world around him.

Social and Emotional Development and the Special Child

Some special children have difficulty following behavior guidelines set for the program and may need help and guidance. When working with children who are delayed in social and emotional development, it is important to remember that expectations of their behavior should be similar to those of children without special needs. The following guidelines for helping special children are:

- Make rules for behavior simple and easy to understand.
- Set reasonable limits.
- Allow for nondestructive ways of expressing feelings.
- Have the children understand that angry feelings are natural, but that these feelings should not lead to actions that hurt others.
- Reinforce good behavior.

When a child goes beyond the limits or rules, communicate that it is not him but his behavior you dislike. Do not label a child "bad" or "naughty" because of his behavior. This tactic (as well as shaming or using a child's behavior as a bad example) is a negative approach to changing behavior. Think positively--praise the child's good behaviors and correct unacceptable behaviors.

Summary

Child development implies a natural and sequential learning of motor, cognitive, language, and social and emotional skills. While it is obvious that special children develop more slowly and face many obstacles in the general sequential pattern of development, it is still true that, for the most part, consideration of sequential development is a starting point when developing recreation programs for preschool handicapped children.

Specific Needs and Behaviors of the Preschool Child

Meeting Basic Needs

Every Child Needs to Feel Loved

The most basic of all human emotional needs is the need to feel loved. Love may be communicated in a variety of ways. You can communicate love and appreciation to a child as you hold and touch him, as you smile and talk to him, as you give him care and attention throughout the day. Being with the same adults every day gives a child a chance to establish loving relationships. Special children may have had experiences which have given them the idea they aren't as good as other children. They may need more support than other children from warm understanding adults to help them feel positively about themselves.

Every Child Needs to Express Feelings and to Feel Understood

Children feel many things--love, anger, fear, and frustration, to name only a few. Babies express their feelings through tears and smiles, screams and laughter. As they grow older, children learn new ways of expressing their feelings, such as hugging and hitting. Gradually they learn to talk about how they feel. For example: Chris has angry feelings which make him strike out at those around him. He's afraid and ashamed of his anger and the results it brings, but he just seems to hit harder. An understanding adult can let him know that it's all right for him to have those feelings and can help him express them in ways that won't harm him or anyone else.

Every Child Needs to Feel That He Belongs and Is Accepted

One way to make a child feel accepted is to give him a special space marked with his own name or picture where he can keep his things. Give him his own place at a table. Greet him by name and enthusiastically when he arrives. Encourage him to join in group activities, such as singing or working with other children at the art tables. Letting him help with special jobs which benefit the whole group, such as passing out snacks, is important for his self-esteem.

Most of all, each child needs to feel accepted as he is, with his weaknesses as well as his strengths. If a child feels his recreation leader honestly accepts his limitations and still values him, he can accept himself in the same spirit.

Every Child Needs to Feel Secure and Free From Fear

Children gain a feeling of security as they find that their needs are being met by leaders they know and trust. If they know they'll be comforted when they are injured, taken to the toilet when they need to be, protected from the angry feelings of other children (or from the scary results of their own anger), they'll be able to feel secure. A predictable daily routine is also important.

Every Child Needs to Feel Independent

At birth, babies are completely dependent. But from that point forward growth toward independence begins. Children need to feel they can do things by themselves and that adults trust them to do so. Children can gain independence by being encouraged to do things for themselves. An adult can do a better job wiping up Timmy's spilled milk than he can, but Timmy wants to wipe it up and he can clean up at least some of it. Jeremy has parents who do almost everything for him. He needs encouragement to learn to do things for himself; but, when he does master them, he'll have feelings of pride and independence.

Every Child Needs a Chance to Discover the World

The outside world is rich in things to be discovered. Children have a natural curiosity, which most adults have lost. Allowing children to explore their world and assign value to their experiences makes learning fun--as it should be.

Every Child Needs to Achieve and Feel Successful

Good recreation programming allows children opportunities to experience success. A baby learns to make new sounds and his family shows delight; a young boy paints and makes a tower with blocks for the first time; an older girl climbs all the way to the top of the jungle gym, makes a collage, prints her name, and buckles her shoes. Sometimes just doing these things is enough to give a child a feeling of achievement; sometimes recognition and praise are equally important.

Every Child Needs a Good Self-Concept

This is another way to say that every child needs to know who he is--his identity. He needs to feel good about himself as a person. A child's self-concept is strengthened as his needs are met: as he feels loved and accepted . . . listed to and understood . . . secure and successful in his ability to accomplish what he wants to do . . . as he solves problems that come up. For example: Tommy was slow in learning and developing and had been a great disappointment to his parents. The recreation leader needs to work especially hard at making him feel loved, accepted, and successful.

A healthy self-concept can also be promoted by allowing each child to develop his own individual style and by expressing appreciation for each child's unique qualities.

Examining Typical Behaviors

Interacting with Other Children and Initiating Activities

All children will need some time to make the initial adjustment to a new group, a new situation, and new adults. However, after several weeks some children will be able to involve themselves in constructive activity on their own or initiate some sort of cooperative play with another child or small group. Some, however, will more frequently play alone than with others, often rejecting advances made by other children. Some may spend long periods sitting alone, involving themselves in any activity, often rejecting adult suggestions of games or activities.

There are children who often take a good deal of time to become involved or who spend a considerable amount of time not actively participating, but rather watching what is going on. It is important to respect the personality of the slow-starting, cautious child, who wants to be quite sure before he commits himself or who enjoys being a spectator. On the other hand, it is important to help the child who would like to do something but who is afraid either of failure in the task or of the problems of involving himself with other children. One cue to the appropriate intervention is the emotional response of the child: Does he seem comfortable or does he seem unhappy as he sits on the sidelines? When he does involve himself in activities, does he seem to actively enjoy them or is he anxious and apprehensive? If the emotional response seems hard to read, perhaps the best approach is to proceed cautiously as though the child could use help, being alert to cues which might indicate that his natural rhythm is disturbed. Such cues might be aggressive or withdrawing responses to attempts to help him move into the group, such as tearing up the paper given him by the leader or retiring to sit alone.

The child who does not initiate activities will, in most cases, be one who avoids other children as well. He may or may not also have a poor or limited relationship with the recreation leader. If so, the best strategy is probably to work on the relationship with the leader and on activities simultaneously, leaving interaction with the other children until later. Start by noting the kind of play in which the child has shown the most interest, bringing some interesting items near him and trying to intrigue him without making a direct approach. You might sit next to him holding a guinea pig in your lap or rolling a piece of clay, with another piece laid out within reach of the child. Exactly how to proceed depends upon the cues given by the child. But of greatest importance is being watchful and sensitive when the child makes a move toward you or the material and responding just enough without frightening the child.

When a child is beginning to show occasional interest in some activities, try to decide what aspects of the activity (e.g., animals, food, music) he is particularly enjoying and thereafter provide similar ones.

If the support of another person has seemed to make the child more comfortable, it is advisable for someone to continue to play this role, being there when needed, but otherwise leaving him on his own whenever possible. (A volunteer may do this very well.)

One approach which the leader may use with the child who seems anxious about moving toward groups of children is to provide some very non-threatening experiences with others. This can be done by taking the lone child out of the group and placing him with one or two other quiet and accepting children (who do not have strong relationships with each other) who will engage him in highly attractive activities. Thus, the child who needs help is given a safe situation in which to interact with others. Remember, progress may be slow and there may be times when a child seems to move backward rather than forward.

Attention Span

Some children can stay with a chosen activity for long periods of time, remaining with a task until it is finished or even returning to complete it the following day. Most need some encouragement to stay with a task and bring it to a close. Some children rarely finish anything they begin and move rapidly from one activity to the next. In most cases, attention span in a group is shorter than in an individual setting.

Sometimes all that is necessary to help children stay with activities is a word of interest and encouragement at the critical point at which the child is about to lose interest or be distracted by something else going on in the room. Even the physical presence of the leader or handing the child another block or puzzle piece may be enough. The leader can help by making children feel that completing a project is something desirable by saying, "You finished it; good job!" or, "This is hard work but you can do it". Set up projects which can be finished very quickly so that completion and success can be easily achieved.

Other children need considerably more help to remain with a task. They may find it difficult because of a high activity level, which makes it hard to sit still, or because they are so sensitive to distractions that anything else going on around them takes their attention from what they are doing. For the child who finds sedentary play difficult, the leader can try to increase the length of time he stays with more active types of play. He can also introduce the child to the idea that he can leave a task (for a look at another child's building, to look out the window, or to get a drink) and then return to finish his project. The leader could say, "Sometimes it feels good to get up and stretch for a minute." The goal is to help the "fidgety" child to understand his need for periodic release from an activity and how to meet it.

For the highly distractible child, partial isolation from the environment often helps. This can be done by seating him with his back to the rest of the room when he is working. If the room itself does not have nooks or corners, they may be improvised with shelves, easels, or even large cardboard boxes. Even children who are not distractible enjoy occasional privacy.

For both kinds of children, active and distractible, attention span can be increased by providing a series of similar experiences which begin with those requiring only a few minutes to complete and get progressively longer. Examples might be: pegboards with only a few holes to those with 10 holes or stories only two or three pages in length to long books.

Handling Frustration

Some children are unable to tolerate most degrees of frustration. The child who gives up easily needs to begin to think of himself as a person who is capable of succeeding rather than as someone who always needs help or who always fails. This child may lack problem-solving skills, either because his environment has been so frustrating that he has continually met with failure and expects nothing else or because the people in his family have gone so far in gratifying and anticipating his needs that he has never learned how to meet them himself. In either case, the leader should give the child the feeling that he is competent through a series of small successes. In the most severe cases, one is faced with the problem of finding tasks which will be so attractive to the child that he "must" try them and so easy that he "must" succeed.

For all children, whether at a low level of development or not, the most effective way of increasing problem-solving ability may be to alternate success experiences with tasks which present just enough of a challenge to stimulate harder work to improve their skill level or discover a new approach. The children will occasionally be faced with failure, but usually there will be the possibility of success in the near future.

The recreation leader should structure the environment to the greatest extent possible so that unnecessary frustration is avoided. The equipment should work properly. Test out any piece of new equipment, especially something which someone has invented, to be sure that it works.

Since every aspect of the environment cannot possibly be controlled, you need to deal with the frustrations provided by other children, occasional outbursts of temper, tears, or thrown objects. Exactly how these situations are handled will depend upon the child and the situation. An approach which reflects understanding of the child's feelings and makes clear what is appropriate behavior usually works best. Thus, the leader may say to the sobbing child, "If you tell me or show me what is wrong maybe I can help you." A child who is kicking and screaming may be ignored until he is calm enough to talk about his problem. Occasionally, a child who is taking out his frustrations on people or things must be physically restrained until he calms down; he cannot be ignored while he hits another child or knocks the juice cups off the table. Other children are often disturbed by the sight of the leader holding a kicking, screaming child. One explanation might be: "It's all right; Paul is having a bad day, but we're going to help him." Thus, even with the most violent expressions of frustration, remain aware of the primary goal: to help the child develop better ways of handling his feelings. Sometimes a child "reaches the end of his rope" and needs time on an adult's lap or another comfort before he can go on. Try to help the child before he gets to the point of severe frustration.

Sharing and Taking Turns

Adults often feel that skills like sharing and taking turns are things that children should do "naturally." In fact, most three-year-olds have little or no concept of what we mean if we say, "You have to share" or "You have to take turns." Even four-year-olds often have problems understanding these statements. Moreover, learning to take turns and share requires not only an understanding of these concepts, but also the necessary attention span and frustration tolerance to wait or to give up something.

To expect a child to accept the value of sharing and taking turns is unrealistic if that child has nothing of his own at home and is confronted at a recreation program with a wealth of desirable objects and exciting things to do. We need to let him have some things which he will not be asked to let anyone else use--a place to keep things he makes; perhaps a box of crayons with his name on it; or a plaything that he brings from home. While we cannot always give him exclusive use of all the things in which he is interested, we can express the need for division of use in some reasonable and acceptable way. Rather than using the moral imperative, "We have to share," we might simply say, "It's John's turn on the jumping board when Jenny has finished," and thank Jenny when she jumps down. If Jenny seems unlikely to decide that she is finished, we might add, "Jenny has three more jumps . . . one, two, three!"

In accepting the division of things with others, the emphasis can be on the process of dividing up rather than on "learning to share." "One cookie for Jim, one cookie for Carol . . . and a half a cookie for Jim, and a half a cookie for Carol . . . etc." In a structured activity such as making pancakes, a song may be used--"This is the way Billy stirs the batter, stirs the batter, stirs the batter. This is the way Billy stirs the batter and passes it on to Meryl."

Resolving Conflict Situations

Children's inability to share and wait their turn often leads to conflict situations. As adults, we must also help children learn how to act when there is a conflict of need or interest.

When faced with two squabbling children, adults often waste a lot of time trying to place the blame, to identify which child is the aggressor and which is the victim. The goal should be to help both children: The "aggressor" needs to learn to respect the rights of others and the "victim" needs to learn how to protect his own rights. Both need help to learn to express their needs and feelings in productive ways. The leader can help them both by trying to make a clear statement describing the situation that created the problem in terms that will help them each to understand the actions of the other. For example: "Jimmy, you really want that truck very badly, but Jenny hit you because she wants it, too."

Obviously, verbalizing is effective only if the children are reasonably calm and ready to listen. In many cases, you have to take more direct action before you get to this stage. Often this involves restraining a child physically and when he is able to listen, saying, "I can't let you hit Jay. It hurts him. I can't let other people hurt you, and I can't let you hurt other people." At the very beginning of the program or while dealing with highly aggressive children, you may then try no further explanation, but rather deal with the problem if necessary in a very concrete way, such as finding another truck or diverting one or both to another activity.

The usual tendency of an adult is to handle an aggressive scene by comforting the victim and punishing the aggressor with the intent of making him feel guilty. This approach teaches (1) the victim that not being able to solve his own problems brings him attention and comfort and (2) the aggressor that he is a bad and unloved person. The highly aggressive child needs to learn that he is liked in spite of his hostile feelings and that even these feelings are accepted; however, he needs to understand that a strong, dependable adult is not going to permit him to hurt others while expressing them. Then he is ready to move on to better ways of dealing with people and problems. The perpetual victim has to learn ways of avoiding the victim role, since an adult is not always going to be there to help and protect.

Accepting Limits and Routines

It is important for a child to know that there are outside limits which help him maintain self-control and that these limits will be enforced. Some children have more difficulty than others in accepting limits and following routines. Others are so insecure that they cling to routine and become overly anxious about any deviation from a schedule.

At the beginning of the program, routines should be made as simple and as easy to follow as possible. Make expectations clear to the children and provide help or alternatives for the child who cannot meet them. Avoid direct confrontations. For example, you may imply that to sit at the table and have juice with the other children is what is expected of everyone. Do not force the child who refuses; rather, say, "Perhaps you'll want to have juice with us tomorrow." (Your long-term treatment of the problem, if it persists, will depend on your diagnosis of whether or not the child is refusing from fear of the group or as a test of limits. In the first instance, you might give the juice to the child at a separate table, but gradually move the table nearer to the group over a period of days. In the second instance, you might ignore the child for a number of juice periods until you feel he is ready to join and give him a face-saving way of doing so (e.g., the birthday party of a friend).

Occasionally, a larger number of children simultaneously have trouble accepting the routine. If so, you need to look very carefully at your plans. Are you expecting the children to sit still too much? Are you trying to conduct organized activities at a time when the children are either too energetic or too tired? Are you paying sufficient attention to transitions--frequently the time when most problems occur? Do you let the group know far enough in advance of a change in activity? Do you see that someone gives particular help to those children likely to have difficulty because of their personalities, because of some temporary stress, or because they are involved in a particularly messy or intriguing activity? Are you smoothing over difficult times--perhaps singing about each child as the children remove their boots, or providing interesting conversation, or removing an object from your pocket during a difficult moment?

Summary

Recreation personnel should first understand the needs and behaviors usually exhibited by preschool children and how these needs can be met and functional behaviors reinforced through daily interactions and activities. Second, personnel should be aware of what special children have in common with all children and how their development can be enhanced through participation in a preschool recreation program. Often, it is only a matter of giving special children more support and encouragement and helping them accept their strengths and limitations, learn ways of regulating their behavior, and practice skill-building.

Administration of Preschool Recreation Programs for Children with Special Needs

General Considerations

This chapter provides information, suggestions, and considerations for administering recreation programs for preschool children and preschool handicapped children. Before adopting a start-up plan, preliminary planning needs to be done. The scope of the program and the philosophy, approach, purpose, goals, and objectives are some of the things which should be identified and analyzed before proceeding. In discussing purpose, goals, and objectives use words and ideas which can be easily understood by all those involved. (Additional information on goals and objectives is presented in Chapter 4, "The PREP Model".)

Most administrators realize that a new program, especially if it is mandatory, can be misunderstood simply because it is new and unknown. Plant new ideas casually, testing for emotional reaction and resistance to change. Drop the seed and then stand back and see if it is nurtured. Encourage staff to debate pros and cons of key issues in as friendly an atmosphere as possible and listen--it is possible to learn more than expected!

To this end, a successful administrator will enlist the cooperation of staff, parents, and the citizens of the community in the process of planning, implementing, evaluating, and improving recreation services for preschool children with special needs. Recreation personnel, teachers, parents, and others who work directly or indirectly with children have ideas of what children are like, what they enjoy, and what they need to learn. They also have ideas on the best approaches to working with them. The ideas become a philosophy when they clearly define the intent of the program and articulate the needs of the children to be served.

However, administration of a recreation program for preschool children need not follow a rigid set of rules. Administrative practices will vary according to an agency's organizational structure, goals, objectives, staff/child ratio, etc. The practices should fit the program, accommodating its special characteristics. A structure that is suitable for a summer program, for example, may not be adequate for a winter program.

Existing Programs

When determining the type of approach to take, consider which programs, if any, already exist for preschool handicapped children in the community. Explore the possibilities of working cooperatively with other agencies to provide a more comprehensive program. It is possible to choose from among a number of approaches when providing recreation programs for preschool handicapped children. Programs may be

- of a limited or seasonal nature (e.g., summer day camps or weekend activities).
- geared to serve both handicapped and non-handicapped children.
- specialized for parents and children (e.g., swimming instruction).
- cooperative programs with other agencies (e.g., schools, day care centers).
- publicly or privately funded.

It is important that the community believes it is receiving services relevant to its existing structures. Plan with the community, not for it. Do not promise more than can be delivered. Aim high, but be realistic. Don't lead people to believe that every goal can be achieved in one program. Recreation programs for preschool handicapped children will be a new concept in many communities. People need time to adjust to new ideas. Some parents may want an opportunity to watch the program develop before enrolling their child. Though the program may not be met initially with favor by parents, if it is worthwhile they most likely will enroll their child.

Getting Started

In planning, a group of people in discussion may generate excellent ideas, but it takes strong leadership to get a program underway. In the planning phase, an initial step is to identify an individual who will be assigned responsibility for the program. This person might be referred to as the Program Coordinator. This coordinator should be the person to work most intimately with the program and should be involved in the initial planning phase. Therefore, the coordinator should be employed as early as possible. He should identify all the important tasks, determine how each task will be carried out, and establish a time table to carry them out. The plan does not have to be elaborate, but tasks should be specified, understood, discussed, and then agreed upon.

In the development phase, it is helpful to identify tasks and deadlines. Within this framework, essential tasks need to be defined and a time established for their completion. This pre-planning process usually assures that important tasks are identified in advance, thus avoiding crises later. Also, developing a realistic budget depends upon advance planning. Once the plan is developed, refer to it frequently to check that tasks are being completed on schedule; make modifications only as changing conditions demand. Frequent monitoring should help keep the planners on target and productive.

Identifying Children

Until recently, early identification of handicapped children was not a priority. Now it is seen as necessary. To identify such children, begin with community contacts: regional offices of the Public Health Service; educational agencies; preschools; religious groups; PTA organizations; associations for handicapped children; and physicians and clinics. All can offer assistance in finding handicapped children. In addition, Child Find Organizations are mandated to do so under Section 614(a) of Public Law 94-142, The Education for all Handicapped Children Act, which requires local educational agencies receiving federal funds for special education to identify, locate, and evaluate all handicapped children in need of special education and related services. In many states, this includes preschool children aged three through five. To find out if a Child Find Organization exists in your state, contact your State Department of Education.

Admissions Criteria

You may choose to establish participant admissions criteria (the standards against which children will be evaluated prior to being accepted in the program). These should be made available to potential applicants in advance and might include: lower/upper limits by age, required medical information, fees, payment schedules (and exceptions, if any), toilet training requirements, and attendance policies. This information may be made a part of your program application. In addition you may want to include information about program philosophy, rules, and practices on the application form.

Publicizing Programs

One recreation administrator has planned a new program and is publicizing it as "an innovative recreation program for emotionally disturbed, retarded preschool children." We overhear him talking to a group of colleagues: "I just don't understand what happened; we planned a fantastic program but few children registered. I guess there isn't a need for this type of program in our community." Unfortunately, this assumption may not be accurate. There are steps to take when implementing a recreation program for preschool handicapped children to give you a greater chance of successfully attracting participants and meeting hidden community needs.

How you identify your program to the public is especially important. Before announcing a program, be sure to choose descriptive words that are understood in your community. Most children do not acquire labels such as "moderately retarded," "learning disabled," or "emotionally disturbed" until they enter public school. Many parents of preschool handicapped children resist these labels. So, unless the child has a visible disability (e.g., cerebral palsy, which may require use of devices such as crutches and helmets), he may only have been identified as developing more slowly than the average child his age. Several communities are currently referring to these children as "Developmentally Delayed." In such places, a recreation program advertised for "Developmentally Delayed Preschool Children" would have a better chance of attracting interest. You might choose to describe the type of child you are attempting to serve by being more specific in the promotional flyer: "A recreation program for children ages three through five presently attending or being referred to a diagnostic center for motor development, language development, and/or socialization."

Although personal contacts are usually the most effective method of publicizing programs, many different methods can be useful in letting the public know about your preschool recreation program:

- Brochures and flyers announcing the program--distributed in recreation centers, schools, libraries, supermarkets, shopping malls, laundromats, etc.
- Radio and TV spot (public service) announcements
- Newspaper feature articles
- Posters
- Display cards for buses, trains, subways
- Promotional films and slide-tape shows
- Press conferences
- Contact with parents, professional community organizations, and local physicians

Appendix A includes examples of preschool recreation program announcements, applications, and other promotional information.

Logistics

There are two major logistical factors in implementing a preschool program: facilities and transportation.

Facilities: In determining a setting for the program, prepare a list of local facilities which could be used (e.g., recreation centers, playgrounds, parks, schools, and churches). Pay attention to the location of all potential facilities and identify contact persons at each facility; consider existing progams having the potential for joint or integrated use; and examine accessibility features of the facilities.

The ideal location for a preschool recreation program is in the neighborhood of the children to be served. However, for programs serving special groups like handicapped preschoolers, the children are likely to be scattered over a wide area making neighborhood programs difficult and impractical in most cases.

The type of facility you select will affect the preschool program--facilitating some kinds of activities and limiting others. The type of program planned will help determine the kind of facility required; for example, a summer program in a northern climate may work effectively in a park with an outdoor shelter, whereas a winter program in the same climate will require more indoor space. On-site visitations will provide first-hand knowledge of the facilities and staff.

Some of the facilities which might be considered for a preschool recreation program include:

1. Recreation Centers. If you decide to use a recreation center, use space on the ground floor whenever possible. Exclusive use of the space is preferable to minimize distractions. Possible disadvantages include: noise from other occupants; inconvenience of being too close to other activities; need to lock up equipment each evening. Cooperation is the key here. Make sure all parties are aware of one another's needs in advance, preferably in writing.

2. Schools. Classrooms, multipurpose rooms, and gymnasiums can be arranged efficiently to meet the needs of a preschool recreation program. Bathrooms and other facilities are likely to be designed for children. Possible disadvantages include: distractions caused by nearby activities; possible complications in scheduling use of shared areas such as a playground.

3. Outdoor Space. Ideally, outdoor areas should be fenced and free of glass and other hazards. Trash should be kept in closed containers away from play areas. Whenever possible, playground equipment should be appropriate for preschool children.

Wherever you ultimately decide to locate the program, the quality of the facility should be the best possible within financial and other limitations. The most important thing is to find a location and get started. Remember, an operational recreation program for preschool handicapped children in a less than ideal setting is better than no program. A good staff can conduct an outstanding program in a mediocre facility, but the finest buildings and equipment will be wasted if the people involved don't utilize their features.

Transportation: The question of whether or not to provide transportation is a difficult--but important--one. Transportation can "make or break" your preschool recreation program, especially when handicapped children are involved. Many families cannot or will not transport their children long distances each day. Time spent traveling to and from the program is frequently lengthy, since children will probably be scattered over a wide area. However, providing transportation is expensive.

In deciding whether or not to provide transportation, examine your alternatives. Can the transportation needs be met through outside resources? For example, can you persuade the local Board of Education to lend or rent a bus to the department of recreation during after-school hours, on weekends, or during the summer? Parent car pools are another possibility. Or, you might decide to purchase buses for the program. While this may appear to be the best solution, it, too, is not without problems. In addition to the initial cost, you will have to maintain and service the buses, hire qualified drivers, and schedule bus routes.

Staffing

The staff is a key element in assuring successful programs. When staffing preschool recreation programs, some frequently-asked questions are:

- What are desirable staff competencies?
- How many staff members are required to implement a quality program?
- What kind of staff training is needed?

Staff Competencies: The competencies desirable for staff working in recreation programs with preschool handicapped children will vary according to the unique characteristics of the program and the children. However, several qualities are generally desirable:

- Ability to work well with young handicapped children
- Interest in and agreement with the philosophy, goals, and objectives of the program
- A willingness and an ability to assume responsibility

To be most effective, a recreation program serving preschool handicapped children must have on its staff an experienced director or coordinator, as well as trained recreation leaders. In addition, students, volunteers, and parents might serve as valuable additions to the staff.

When choosing a coordinator, the most important consideration is how much the applicant knows about the special needs of preschool handicapped children and how well he can work with them in a recreation setting. A coordinator with a college degree and course work in therapeutic recreation, adaptive physical education, child development, special education, or other related fields who has worked with preschool children will certainly be an asset to any program, especially one serving preschool handicapped children. If it is not possible to hire an experienced coordinator, an alternative is to seek consultants provided by community agencies or local universities.

To answer the question, "What are the desirable competencies for implementors of preschool recreation programs serving handicapped children?"--the PREP Training Project surveyed approximately 500 recreation personnel. Some of the competencies identified in the survey include:

- Enjoys being with preschool handicapped children and respects them as individuals
- Understands early child development and the effects of handicapping conditions on normal development
- Is able to use assessment data to set up recreation programs
- Attends to both group and individual needs in planning
- Is able to state long- and short-term goals for the group and individual children
- Shows flexibility in changing plans as necessary and resourcefulness in substituting one activity for another

The PREP Training Project is developing competency-based training models to assist recreation personnel in implementing recreation programs for preschool handicapped children. These materials will be ready for dissemination in June, 1979. A list of additional competencies for implementors of programs for preschool handicapped children is included in Appendix B.

Desirable Staff-Child Ratios: No ratio can be a "magic number" that guarantees a successful program. Suggestions about staff-child ratio should be taken as guidelines for determining reasonable staffing situations--not as firm requirements for a good program. The required number of staff members will vary with each program, depending upon such things as the competencies and past experience of the leaders, the needs of the children, and the type of facility. At a minimum, two adults (one of whom may be a volunteer) are needed at all times to cover possible emergencies. For implementing PREP, we recommend one leader for every four or five preschool children. But again, this will vary with the needs of the children.

Staff Training: It would be gratifying for recreation administrators if they could hire a full-time staff of experienced professional recreation specialists with a depth of experience in programming for handicapped preschool children. But, in reality, most preschool recreation programs cannot afford such a staff of experts. They will be staffed primarily with part-time or seasonal personnel with little or no previous experience working with handicapped preschool children.

A good preschool recreation program--with or without handicapped children--should provide its staff with pre- and in-service training. The first step in designing a training program is to identify the needs of the staff. The PREP Model for training implementors of recreation programs for preschool handicapped children addresses the areas of assessment, planning, implementation, evaluation, and early childhood development. The extent of training depends upon the competency of staff. Pre- and in-service training for recreation persons working with preschool handicapped children is discussed at length in the PREP training materials.

Relationships Among Staff: Everyone knows of situations where the children in a recreation program have suffered because of disagreements or lack of communication among the staff who work with them. Because recreation leaders are human beings, the ideal team which respects and supports each other is difficult to assemble.

Developing relationships among staff is not easy. Involved is much more than simply trying to be polite to one another. It requires finding ways to know and respect each other's strengths, developing consideration for the needs of others, and communicating feelings in ways which will be helpful and not hurtful. Time and patience are essential.

Parent Involvement

Parents are, and will continue to be, the primary influence on their child's development. Quality recreation programming for preschool children should involve parents (and families) as well as their children. Parents can be a valuable resource to program staff--not only because they are the best source of information about their children, but also because they share the staff's concern for their development. They can support carrying program goals over into other areas of the child's life and advocate the program in the community.

Common sense suggests and research results show that parent involvement is essential to program success. Various forms and levels of parental involvement exist to meet different needs: informal contact, information-sharing, parent meetings and discussion groups, parent program assistants (volunteer aide), parent outreach groups, and parent decision-making bodies. One or a combination of several of these may be appropriate to a recreation program serving preschool children.

Just as it is essential to plan your program based upon the needs of the children being served, so it is equally important to consider parents' needs in developing guidelines for their participation. Families with special children have probably had more problems to confront and struggle through than most families. Your staff should be aware of and sensitive to these special problems.

Perhaps the most difficult problem with which families of special children must deal is the acceptance of the child's special needs. Parents sometimes find it difficult to accept the child because of his special condition. Seeing program staff and other children accepting and valuing the child may make it easier for them to do so. Feelings of guilt are also common; parents may feel guilty about their negative feelings toward the child or that they are somehow to blame for the child's problem. Frequently, such parents compensate for this by over-protecting their special child.

Also common to most parents of special children is the difficulty they have locating services and programs to meet their child's needs. Staff can be helpful in locating resources within the community. In addition, although parents may wish to attend meetings and programs concerned with their special child, problems may make it difficult for them to arrange for child care. These needs and problems must be taken into consideration in planning for meaningful parent involvement in a program.

Remember also to seek out parents' strengths and skills. Parents may have a talent or skill or access to information which they can share with other parents, the staff, and the children. For example, a parent who can sew or is skilled in carpentry can show other parents how to make toys or equipment for use at home or in the program.

Some types of parent involvement may be more suitable for specific groups of parents or specific programs. At the very least, every program must provide a mechanism for information-sharing. Keeping parents informed--perhaps through a newsletter--of weekly program news and activities, future plans, suggestions for weekend family events, and home activities can be a regular task for the staff. Follow-up telephone calls are sometimes necessary to give parents the opportunity to ask questions or supply information.

It is through this type of personal contact that relevant programming for all children can evolve. Take the time to tell parents their child had a wonderful day; notes or phone calls should communicate progress as well as problems. Somehow, let the parents know that they are doing a good job and that the staff are interested in providing assistance. Having a sincere interest in the child can help a parent learn and grow along with the child.

Conferences between parents and staff should take place on a regular basis; topics for discussion might include problems, concerns, achievements, and ways in which parents may be able to reinforce or facilitate learning in the home environment. Home visiting can provide an opportunity for conferences and informal contact with parents and children. If parents seem reluctant to have a visit in their home, staff may prefer to wait until mutual trust and confidence make it appropriate.

Parent meetings may be regular, structured meetings which concentrate on problem-solving and discussion or opportunities to get acquainted and socialize. Workshops providing information on issues pertinent to the PREP Program can be a source of additional information for both staff and parents. Staff may help refer parents to other community resources when there is a need for professional assistance in an area other than recreation.

Opportunities should be made for parents to participate as program aides. They may gain self-esteem and competence as parents and will be more able to ensure carryover of experiences into the home. Training should be provided to acquaint parent aides with goals and strategies. Parents' suggestions, expressed concerns, and insights are valuable and helpful and should be encouraged. This kind of involvement fosters confidence, understanding, and a more satisfying relationship between parents and staff members.

A parent outreach group may serve as a liaison between the program and the community, providing information to parents who may wish to have children involved in the preschool recreation setting. Staff and parents may work together to interpret the program.

Parent advisory councils may function as decision-making bodies for grassroots coordination and implementation of the program. As a result of concern for children, resources of parents, neighborhood, and communities can be mobilized to enrich the program. Parents, therefore, may be a tremendous asset to the program as it is planned, financed, staffed, and equipped.

Equipment and Supplies

The very practical concern of equipping a recreational program for preschool handicapped children is dealt with in the PREP Manual. The first page of each skill section lists equipment needed to implement activities. Using that information as a guide, compile a list of equipment and supplies needed for your specific program. Determine how you will obtain these materials. What equipment is currently available in your agency or community? What will you need to purchase before the program begins? Which equipment can be made by program leaders? How may parents assist in obtaining equipment?

While economy is an important factor in establishing most programs and services, equipment purchased or made for the young child must be sturdy and durable. It is wise to invest in quality equipment.

Funding

The most critical question in establishing this or any community program is, Who will pay for it? As an administrator, you will be called upon to deal with funding and perhaps write proposals to attract monies. The following information will provide direction.

This section, however, is in no way intended to present all there is to know about grantsmanship. Indeed, persons devoting their entire professional career to the intricate process of grantsmanship are surprised to find out how much they continue to learn every day. Rather, this exploration is intended to call your attention to some of the more important elements of the process.

One of the critical activities is preparation of the proposal document, the instrument through which most extramural funding is obtained. A successful proposal may be defined simply as one which accomplishes its purpose: it gets funded. The material which follows will serve as a guide to formulating, developing and writing proposals.

Types of Projects: There is virtually no end to the types of programs and activities which government and/or private sources (foundations) will support through a grant or contract. The most common include:

- Demonstration--to establish or demonstrate the feasibility of new methods or new types of services.
- Research--to develop new knowledge or evaluate existing knowledge in new settings.
- Service--to support the cost of developing, organizing, establishing, providing, or expanding the delivery of services.
- Training--to enable the increase in numbers of personnel trained in techniques pertinent to the delivery of services or to the performance of functions necessary to the development of services.

Forms of Award: The award vehicle (grant or contract) is determined by the funding agency and depends upon the nature of the work to be accomplished, performance requirements, and cost considerations. Most often, awards are made in the form of a grant.

As a general rule, grants are less restrictive than contracts. Grants are awarded to an agency to carry out an activity or program which it wishes to conduct but for which it lacks the financial resources. The means (methodology and tasks) for accomplishing the objectives of the proposal are developed at the discretion of the offeror and are less subject to alteration by the funding agency than in contracts. (It is also possible to modify the work scope and procedures in grants more easily than in contracts.) It is the offeror who determines the nature of the project.

Contract awards are based on competitive bidding procedures and pertain to an activity which the funding agency wishes to accomplish. As such, contracts are generally more definitive in describing the objectives, methods and procedures, and specific outcomes (products, deliverables) the funding agency desires.

Types of Proposals: There are two kinds of technical proposals--solicited and unsolicited. The solicited proposal is submitted in response to the funding agency's direct, formal request, better known as an RFP (Request for Proposals). An RFP may call for a specific product (e.g., a publication, an in-service training model, a conference, a research report). An RFP for "field initiated studies" usually calls for solicited proposals which respond to one or more of the funding agency's priority areas of concern (e.g., career education, mainstreaming, leisure education) but does not specify a particular end product or the procedures and methodologies to be used.

Because of the increasing number of agencies and/or individuals who respond to RFP's and the increasing burden imposed upon staff to review proposal submissions, some funding agencies have resorted to the more (initially) restrictive "RFQ" (Request for Qualifications). Potenital offerors are first requested to submit a statement of their capability (e.g., staff qualifications, corporate capacity, previous "track record" of accomplishments, etc.) to conduct the purposed activity. On the basis of an internal review of agency capabilities, a select few are invited to submit a formal proposal application.

The unsolicited technical proposal is not submitted in response to a direct, formal request; rather, it is developed and submitted by an offeror to stimulate interest in a particular problem area and to propose a solution to that problem.

It should be noted that the unsolicited proposals are becoming less acceptable to many funding agencies (particularly government agencies), although some still accept them. Those that do generally let it be known that there are periodic deadlines during a given year (usually semi-annually or quarterly) when these proposals are reviewed. These deadlines are established to coincide with agency funding cycles. Proposals of this nature will be accepted at any time by the agency, but their review and subsequent approval for funding will be delayed until the next acceptable cycle period. Knowledge of this fact is critical: A proposed start-up date for a project may, if altered, create considerable hardship on the offeror (e.g., difficulty employing or maintaining key staff) or interfere with the proposed design (e.g., inability to implement a curriculum at the beginning of a school semester), or both.

Identifying Sources of Information: You can literally spend thousands of dollars to stock a personal library with various books, pamphlets, and other printed materials which claim to contain "the complete and absolutely authoritative compendium of every source of financial assistance known." Don't believe the claims of those authors and publishers!

First, agency priorities for funding change rapidly. An agency whose funding priorities match your agency's needs today will, more often than not, change its priorities yearly or even more frequently. Second, new government agencies and foundations seem to crop up regularly, and, as a consequence, your "million dollar resource files" will be useless because they do not contain information about these new funding sources. Third, most colleges and universities and professional organizations have the majority of the important resources you will need and are generally happy to allow you to use them.

There are, however, a few essential resources that you should consider having in your personal "grantsmanship resource survival kit" if you do not have easy access to them through a nearby agency.

- The Federal Register is available on a subscription basis from the U.S. Government Printing Office and is published each weekday. It contains descriptions of federal agency rules and regulations (including those governing grants and contracts), announcements of appropriations, priority areas of funding agencies, and other invaluable "front-end" information about the availability and/or eventual availability of federal and often state financial assistance.

- The Commerce Business Daily is a daily publication of the Department of Commerce. The CBD announces RFP's from all federal agencies and describes the deadline date for submission and to whom and where to write for a complete copy of the announcement. The CBD is available by subscription.

- Catalog of Federal Domestic Assistance is a complete compendium of federal grant sources which includes eligibility requirements, description of program assistance, and information on where to address inquiries. This catalog is updated periodically, and supplements are available.

- The Foundation Directory is an annual compendium of information about foundation giving catalogued by state, topical focus of funding (e.g., handicapped, recreation, arts, education), and geographic focus of eligibility (e.g., specific states or cities). The Directory lists the assets of the foundation, officers and members of the board, and a sample of previous grants by title, recipient, and amount.

There are several other ways of obtaining current information about the availability of financial assistance.

- Start your search "at home." There may be monies available for use at the discretion of the chief administrative officer or member of the board of your agency. Then, too, certain "earmarked" funds may become available if a previously budgeted program has been "scraped."

- Obtain the most recent phone directory of an agency. Write or call the agency to inquire about the availability of funds.

- Write or call an agency and request that you be placed on a distribution list for future information.

- Ask your colleagues to route information to you that pertains to funding (newsletters, magazine articles, and the like).

- Don't overlook your elected officials. They often publish small newsletters for their constituency which may contain information about funding.

- Don't limit your search to those agencies from whom your organization might receive a direct grant. In some instances your organization may not qualify as the primary recipient, but might be qualified as the sub-grantee or subcontractor to another agency whose focus is similar to that of your agency. A joint venture or proposal might yield the benefits.

It should be noted that there is little difference in preparing a solicited and unsolicited proposal. The unsolicited proposal should, in every way, be as specific, persuasive, and positive in its presentation as the solicited one.

Checklist: There are many considerations to address prior to the actual preparation of a proposal. By so doing you can avoid spending time and money going after financial resources (1) for which your organization is ineligible and (2) that cannot provide the level of funding needed. You will also be able to determine whether your chances for "capturing" funds make it worth the effort.

The following checklist will help you through the preliminaries before you embark on the actual task of preparing a proposal:

1. Does the funding agency allocate its funds on the basis of predetermined criteria, such as geographic location; number of persons to be directly affected or served; population characteristics--age, sex, ethnic background, etc.?

2. Does the agency have a record of splitting the cost of a project with other agencies or organizations (multiple-agency funding) or with the applicant agency (matching funds)?

3. How much money does the agency have available to award for projects? (You can check the specific appropriations bill supporting the funding program of the agency.)

4. Is the agency in the "seed money" business? That is, will it continue to support a project on a multiple-year basis? If so, will agency support decrease proportionately as your agency's support is required to increase?

5. Does the agency solicit projects via RFP's or by other means, or both?

6. Does the agency have standard guidelines for use in preparing proposals? (Most funding agencies distribute guidelines or "applicating kits" which inform the applicant of deadline dates, eligibility, priorities for funding, review procedures, and other pertinent information.)

7. Does the agency have a deadline for the receipt of applications or proposals for funding? If so, do you have sufficient time to meet it? Has it already passed?

8. What restrictions apply to the use of project funds? Can consultants be hired? Will out-of-state (or country) travel be permitted?

9. What restrictions apply to the eligibility of applicants for project support? Are funds restricted to colleges and universities? to private, nonprofit groups?

10. May an unsuccessful applicant be invited to resubmit the same proposal at a later time? Does an unsuccessful applicant have the right of appeal? (Most federal agencies are required to inform you, upon request, of the specific reasons for disapproving your proposal. Many permit you to engage in formal "debriefing" sessions with agency project officers.

11. Does the agency screen proposal concepts (pre-proposal prospectus) prior to giving the "go-ahead" to submit a full proposal?

12. What is the length of time over which a project may run? Is it fiscal year to fiscal year?

13. What type of reporting is required during and at the conclusion of the project?

14. What is the average size of a grant or contract from the agency?

15. Does the agency actually have the funds to allocate or are the funds still in negotiation? (There is a difference between having a proposal approved and having it funded. If the agency has to wait for its appropriations, the projected start-up of a project may be delayed inordinately, and the applicant agency may not be able to wait.)

Preparing the Proposal: If you answer the questions on the checklist and feel it is appropriate to move ahead, you are ready to begin the actual writing of the proposal. Or are you?

You must first determine the specific goals and objectives of the proposal. This might be summed up best by answering the questions, "Just what does the funding agency want?" (in the case of a solicited proposal) or, "What is the specific need which we intend to satisfy?" (in the case of an unsolicited proposal).

The accuracy with which you answer either of these questions is crucial; it determines the approach you will take to meet the goals and objectives as you develop the proposal. Practicality, feasibility, and clear articulation of your ideas are essential. After all, in most instances you are competing with others. A well-structured approach also permits a more accurate detailing of the estimated cost. In the final analysis, your proposal must show that you not only know what must be done but also how it must be done as well.

Proposal Content: Most agencies will require that proposals adhere to a prescribed format. The specifics of this format are generally contained in the agency's guidelines or "application kits." It goes without saying that you should be as specific and as detailed as possible in responding to each item. You should also respond to them in the sequence in which they are presented. Because of volume of submissions, most agencies are unwilling to search through an entire proposal to find a particular section which is out of sequence. While misplacement of items may not always disqualify your submission, it could jeopardize funding--after all, would you invest large sums of money in an organization whose capability was questioned at the outset because of failure to follow simple directions?

In the absence of agency guidelines, applicants should be aware that there are a number of items which should usually be included somewhere within the proposal:

- Principles being applied to yield a solution to a given problem
- Statement of the need for the project in the case of unsolicited proposals; solicited proposals already recognize that a need exists
- Concise statement of goals and objectives expressed in measurable terms
- Schedule for the delivery of all products resulting from the project
- Past experience and background (credentials and qualifications) of the offeror
- List of personnel to be assigned and/or recruited, including their experience and education
- Description of organization and management structure
- Evaluation plan
- Availability of facilities and other resources
- Financial plan

Start with an outline of your ideas. This will help guide the logical, developmental flow. Before you proceed beyond the outline, check to be certain that it

- responds to each item requested by the funding agency.
- shows a logical presentation of tasks to accomplish each objective.
- is "weighted" proportionately to the review criteria established by the agency.
- is limited to the required subject matter.

The following are those "most typical" components required in proposals and a brief description of each where necessary and appropriate.

1. Front Matter

- Letter of transmittal--a cover letter which formally conveys the proposal from the offeror to the funding agency.

- Cover page/title page--ususally a form prepared by the funding agency and completed by the offeror; project title, date of submission, agency preparing proposal, funds requested, dates of proposed start-up and completion, federal domestic assistance number (if a federal funding agency), signature of authorized official.

- Budget--a detailed financial plan prepared according to the required format. The offeror should attach detailed justification for all line items. Some agencies request that the budget (cost proposal) be conveyed separately from the technical proposal.

- Assurances--generally required forms to be completed by the offeror. These may include: (a) assurance of compliance with Title VI of the Civil Rights Act of 1964; (b) protection of human subjects form; (c) project approval information.

- Abstract--ususally a one-page, single-spaced summary of the objectives, proposed methodology, and expected outcomes of the project (250-300 words).

- A-95 Coverage--certain agencies require certification that copies of the proposal have been sent to appropriate state and regional clearinghouses by using OMB (Office of Management and Budget) Circular A-95.

- Table of Contents.

2. Project Rationale

- Introduction

- Statement of the need or problem--a discussion of the priority area or general problem addressed by the proposal.

- State-of-the-art--a review of relevant research, literature, and developments which pertain to the subject of the proposal.

- Goals and objectives--clearly defined statements which describe the scope of work presented in measurable terms.

- Expected outcomes/benefits--a review of effects and implications to result from accomplishing the goals and objectives.

3. Project Procedures

- Activities--a detailed description of the specific activities to be undertaken to achieve each of the objectives.
- Methodology or approach--an outline of how activities will be accomplished.
- Schedule--a list or chart of activities leading to the completion of the project, including a specific timetable (PERT chart).
- Dissemination strategy--the way in which project findings or accomplishments will be publicized and distributed or otherwise made available.
- Personnel utilization/staffing pattern--the specific duties and responsibilities of project staff, the percentage of time each is to spend on the project, and the "chain of command."
- Organizational capability--a validation of your agency's capability to perform the proposed activities which includes past experiences or anticipated capability appropriate to the proposed work.

4. Project Evaluation

In this section, discuss how the project will be evaluated, the instruments to be used, involvement of consultants, and how information will be analyzed.

5. Appendices

Appended items may be included as appropriate to present detailed information in support of the project description, project plan, budget or institutional capability. Copies of resumes of key personnel are usually placed here.

Production of Proposals: The appearance of the finished proposal is important. Needless to say, the final product reflects the agency! Take time to correct grammar and all misspelled words. Make certain that you have attended to all required items and have included all necessary materials. If multiple copies of the proposal are requested, each copy should contain all pages in sequence, and all copies should be legible.

The contents and correctness of the proposal are the keys to successful funding. Fancy binders and elaborate layouts are not.

Agency Review and Evaluation: Each agency has its own procedures for internal review and evaluation of proposals. However, most proposals are processed in a similar way:

- Field Reader Review--experts (generally non-government individuals, but always peers) formally appointed by the agency review and file and evaluation of the proposal.

- Panel Review--a select group of non-government peer reviewers re-evaluate the field reader reviews and recommend the disposition of proposal to a monitor assigned by the funding agency.

- Staff Analysis and Recommendations--agency staff synthesize all reviews, make their own analyses, and formulate recommendations.

- Approval or Disapproval--notification is sent to the offeror of the final action taken.

Applications are reviewed to determine whether they (1) relate to the priorities of the funding agency program, (2) are complete, and (3) comply with all pertinent statutes and regulations. Preference is generally given to those applications meeting the following criteria:

- Promise of developing innovations or yielding sufficient knowledge in area of concern

- Completeness and feasibility of project design, including an evaluation component

- Carefully formulated project objectives and methods

- Capability of proposed project staff

- Track record offeror in conducting related activities

- Feasibility of proposed budget; justification of costs

- Likelihood of completion of project within proposed time schedule

- Potential for implementing findings; plan for disseminating results and products

Conclusion: Obviously this has been a general presentation of a very intricate and sophisticated process. It should, however, encourage you to learn more about grantsmanship--if not out of interest, out of necessity.

See Appendix C for a listing of funding sources.

Credit: The material in this section is an adaptation of information pre
Peter J. Verhoven for Special Olympics, Inc. and for the National Recreatio
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permission to use this material is gratefully acknowledged.

Summary

Good administration is the key to providing quality preschool recreation programs. Working with the community to find children is obviously necessary, and using terminology accepted by the community is important.

Practical things must be handled such as finding facilities, transportation, equipment, and supplies.

Staffing is a delicate issue and must be carefully handled to achieve competence, viable staff-child ratios, and good relationships between staff and children and among staff. Parent involvement should be an integral part of the conduct of the program.

Finally, funding must be systematically explored and proposals carefully prepared.

The PREP Model

General Considerations

This chapter presents an overview of the system upon which the PREP Model is based. It is best conceptualized as having four processes: (1) assessment, (2) planning, (3) implementation, and (4) evaluation. The four processes may be used together or they may be used separately or in conjunction with other materials.

Preliminary Principles

To understand the PREP Model, it is necessary to be familiar with principles that form its foundation:

- Recreation programs can and should contribute to the general social, physical, and intellectual development of the child.
- Recreation programs should be based upon the needs, interests, and existing social, intellectual, emotional, and physical functional levels of the participants.
- Recreation programs should be goal-oriented; each experience should be chosen for a particular purpose.
- Recreation programs which are skill-oriented should facilitate sequential development of those skills.

The PREP Model

The PREP Model can be divided into four processes: (1) assessment--identifying the needs of children participating in the program; (2) planning--developing long-term and short-term plans for carrying out the program; (3) implementation--following through with program plans, and conducting the actual program; and (4) evaluation--assessing child progress and then program strengths and weaknesses as a basis for ongoing program modification and revision. The interconnection of the processes can be best conceptualized by Figure 1.

Process I--Assessment

One of the most frequently overlooked aspects of implementing recreation programs for handicapped children is the initial process of identifying specific needs of the target population. In developing a preschool recreation program, gathering baseline data on the participants' needs and performance levels is particularly important because the essential purpose of the program is to contribute to the child's total emotional, intellectual, physical, and social development.

Assessment may be one of two types: formal and informal. Formal assessment is an organized, systematic, and validated approach to answering specific questions. Examples are: "Which skill areas or particular skills does this child need to work on?" and "What are the present skill levels of children participating in the program?" These questions can be answered by the results of standardized testing (e.g., Denver Developmental Scale or the Peabody Picture Vocabulary Test).

The second type--informal assessment--also involves collecting data in an organized and systematic manner, but generally differs from formal assessment in the design and type of the tools used. Common techniques include checklists, anecdotal records, and observations of behavior. Frequently, these tools are developed to meet the needs of specific programs. Although such tools are not necessarily reliable or valid, they can be the most useful for collecting information about the children and are most often used by recreation personnel. Informal assessment tools are used in PREP.

Certain principles should guide formal and informal assessments:

- Choose the most appropriate method for obtaining the needed information.
- Give the child plenty of time to become comfortable with the evaluator and with the setting in which he will be assessed.
- Measure activities at the time and place they occur, so the routine of the program is not disturbed.
- Be sensitive to the difference between a child's actual capability and his performance on a particular day.

In conducting an assessment, first determine what information is needed and then select the most appropriate method for obtaining that information. For example: The need exists to identify the general level of performance of a group of children in gross motor skills. The preferred approach is informal. Child data is gathered from parents and other relatives through application forms, questionnaires, or interviews. Valuable information can also be obtained from the referral source--i.e., doctors, nurses, health care workers, social workers, or teachers.

The informal assessment procedures used in PREP involve an ongoing process of collecting and recording information about the child's ability to utilize fine and gross

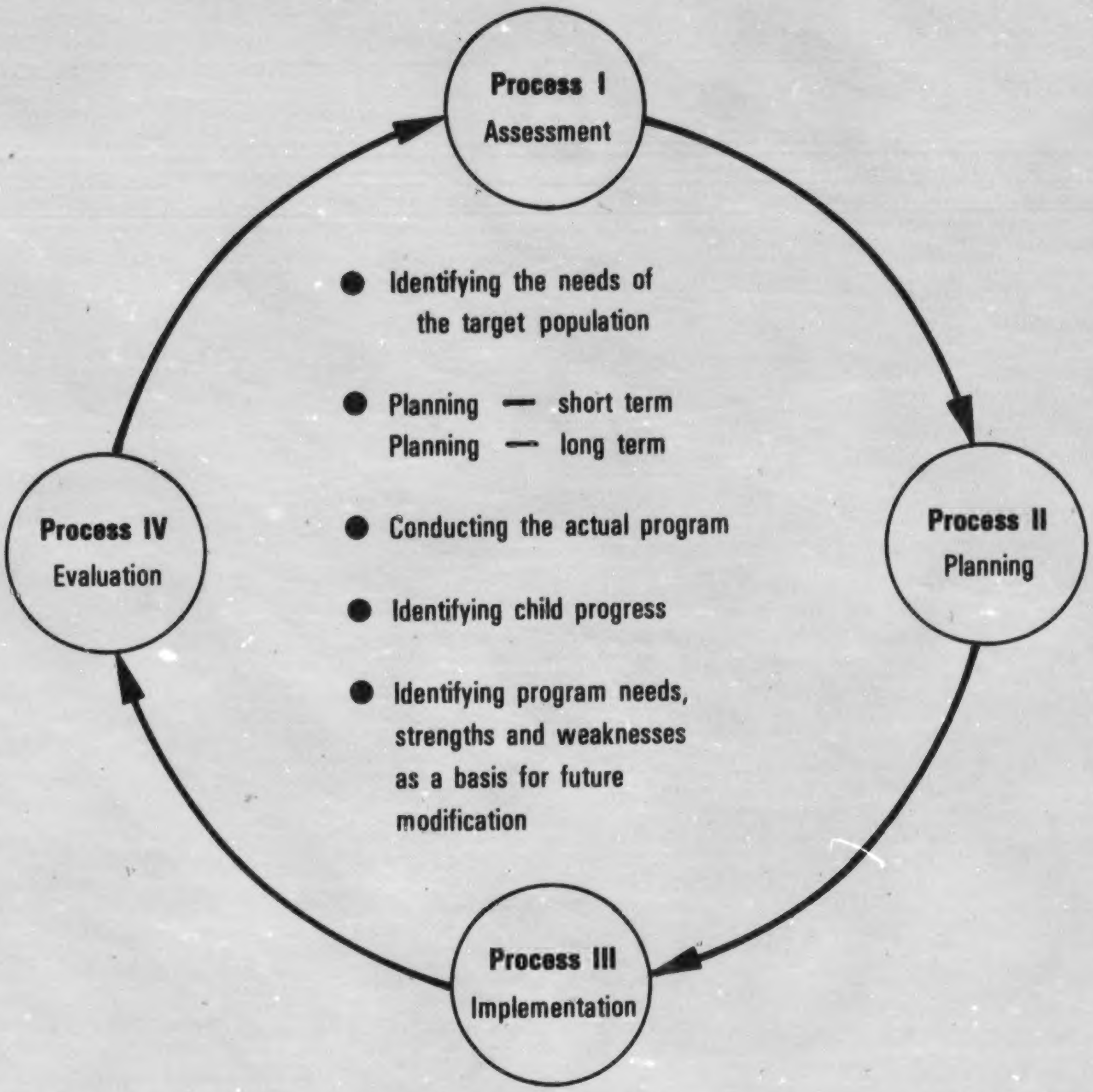
Process I
Assessment
Process II
Planning
Process III
Implementation
Process IV
Evaluation
● Identifying the needs of the target population
● Planning — short term
Planning — long term
● Conducting the actual program
● Identifying child progress
● Identifying program needs, strengths and weaknesses as a basis for future modification

Figure 1
THE PREP MODEL

motor skills. To aid this process, PREP Skill Assessment Forms for fine and gross motor skills are used. The PREP Skill Assessment Forms (Figures 2 and 3) were developed to assist recreation personnel assess a child's performance level for the 27 fine and gross motor skills presented in the PREP Manual. They are also used to monitor the child's progress during the program.

You may use the PREP Skill Assessment Forms in the following way. First, review the PREP Manual to become familiar with the skills. Plan to begin assessment with the most basic gross and fine motor skills: body identification and grasping. Follow the sequential pattern for all skills. (It should be noted that though the sequential listing of fine and gross motor skills cited in this Guide and the Manual may vary from others, it has proven to be workable in PREP.)

The next step is to review the Manual's descriptions of behavior for "beginning," "intermediate," and "advanced" levels of each skill to be assessed. Assessment activities are then planned for each skill. For example, when planning to assess the skill "Body Identification," review the information for that skill in the Manual. It is important to become familiar with the performance objective for each level as illustrated in the drawings. For example, the performance objective for the "beginning level" is "to develop the ability to identify parts of the body independently through imitation, utilizing beginning level life experience activites." Next, plan an assessment activity (such as "Simon Says") to observe each child's performance level.

When completing the Skill Assessment Forms, note the date of assessment and the names of the children to be assessed. Carry out the activity in an area where the child's performance can be clearly observed. The implementor may be a participant in or an observor of the assessment activity.

Scoring involves marking a "B" in the appropriate box if the child is at the "beginning" level, an "I" if the child is at the "intermediate" level, and an "A" if the child is at the "advanced" level. Additional information (such as the child's receptivity to participation or ability to follow directions) may be recorded in the "comments" section on the reverse side of the form.

Process II--Planning

Development of a comprehensive plan is one of the most frequently overlooked facets of recreation programming. For a program to be effective, special attention must be given to the means of establishing and achieving goals and objectives. Four important principles in general planning should be considered:

- Planning is essential for putting into operation the means to achieve program goals.
- Planning should result in an outline of the experiences to be provided throughout the program.
- Planning should involve the entire staff.
- The plan should be flexible to accommodate unforeseen situations.

Figure 2
PREP SKILL ASSESSMENT FORM

Date: Sept. 4

Scoring

Assessment

B = Beginning
I = Intermediate
A = Advanced

GROSS MOTOR

NAME	Body Identification	Static Balance	Crawling	Creeping	Dynamic Balance	Walking	Rolling	Pushing	Pulling	Lifting and Carrying	Throwing	Catching	Striking	Climbing	Running	Jumping	Hopping	Kicking
1. Kelly 3yrs	B	B	I	I	B	B												
2. Jeff 4yrs	I	I	I	A	I	I												
3. John 3yrs	B	B	I	I	B	B												
4. Jennifer 4yrs.	I	I	A	A	I	I												
5.																		
6.																		
7.																		
8.																		
9.																		
10.																		
11.																		
12.																		
13.																		

(Indicate comments on reverse side)

Figure 3
PREP SKILL ASSESSMENT FORM

Date: Sept. 4

FINE MOTOR

Scoring

Assessment

B = Beginning
I = Intermediate
A = Advanced

	NAME		Grasping	Block Building	Hammering	Pouring	Drawing	Stringing	Cutting	Zipping	Buttoning	COMMENTS
1.	Kelly	3yrs	I	I	B							Some difficulty in tracking objects
2.	Jeff	4yrs	A	I	A							Easily frustrated
3.	John	3yrs	I	I	I							Enjoys block-building; verbally identifies "block"
4.												
5.												
6.												
7.												
8.												
9.												
10.												
11.												
12.												
13.												

Tasks necessary for developing effective plans are more complex than tasks for any other phase of the PREP Model. Since planning is a complex process, administrators, specialists, leaders, and parents should be involved. Tasks to be addressed in the initial process of planning are:

- Identification of long-term program goals
- Identification and review of the specific needs of the target group
- Identification of the primary focus of the program based upon review of all assessment data

Basic to the PREP Model is the process of long-term planning, during which the total scope of the program is identified. This process is divided into the following steps.

Step 1: Identify the Program Content According to the Assessed Needs of Participants: This technique goes a long way toward solving the problem of developing an accountable program. As described previously, the process of assessing the needs of the group can be a simple one and involve only informal discussions with parents, teachers, and others who are familiar with the children. The information gained through assessment activities can be used to: (1) identify the program content, (2) clarify the long-term program goals, (3) determine desired outcomes, (4) identify the most appropriate teaching strategies, and (5) determine areas of emphasis.

Step 2: Establish Program Goals: Well-defined goals for preschool recreation programs must be established to create experiences for the child which will have an optimum effect on his development. Randomly selected activities generally lead to unpredictable random results. Since goals provide direction, they should be identified before the program begins. Goal statements should describe in greater detail the purpose of the program. Goals are targets and are often idealistic; however, they should be realistic in relation to program operation.

A program frequently addresses several goals. The following examples were developed by PREP recreation personnel:

- The improvement of fine and gross motor skills
- The improvement of social skills
- The improvement of language skills
- The development of specific skills necessary for participation in play experiences
- The provision of opportunities for the maximum development of receptive and expressive language

Step 3: Design Long-Term Plans: Long-term planning is essential if a program is to be more than a collection of activities. Long-term planning means developing an outline for the full duration of the program. Such a plan provides an overview of the program and identifies far-reaching goals, in addition to the skills to be presented.

Before designing a long-term plan, consider the full life of the program, space, environment, staff, and availability of the facility. Next, frame the long-term plan, beginning with the primary gross and fine motor skills--body identification and grasping. Introduce motor skills according to the developmental pattern illustrated in Figures 4 and 5. Also use the developmental sequence when planning language and socialization skills. Determine the amount of time to be given to each skill; use the assessment data to identify the needs of participants. For example, little time will probably be necessary for grasping, since 90 percent of the children are at the advanced level. More time may be required for body identification since only 10 percent of the children are above the beginning level. Figure 6 illustrates a Sample PREP Long-Term Plan.

Included in the long-term plan are field trips and special activities, such as swimming and cooking. Though the environment may change from the program site to the public swimming pool or neighborhood shopping center, the goals outlined in the long-term plan continue as a framework. While the long-term plan is designed to aid the operation of the program, it should be flexible and allow for changes.

Step 4: Design Short-Term Program Plans: A short-term program plan is a detailed outline of daily activities. It includes:

- Specific content areas
- Specific skills to be covered
- Types of activities
- Times of activities
- Structure of the environment
- Equipment needs

Designing short-term plans includes five steps:

A. Short Term Objectives. Short-term objectives determine each day's schedule and are based on long-term plans. Programming should begin with the first gross motor skills and fine motor skills listed in the PREP Manual. The amount of time spent on each skill will be determined by the skill level demonstrated by the majority of children. For instance, if a majority of the children exhibit advanced performance in body identification, it would be necessary to spend only a short time, perhaps one day, on that skill.

However, a skill should never be omitted entirely. Within any group of children there are different levels of achievement. By devoting even a short time to a skill, the child practices the skill at his own level. For the advanced-level child, the life experience activities provide opportunities to extend the skills into activity situations. For the beginning-level child, basic skill development is provided until the leader becomes aware of the child's needs and is able to provide life experience activities on an individual basis.

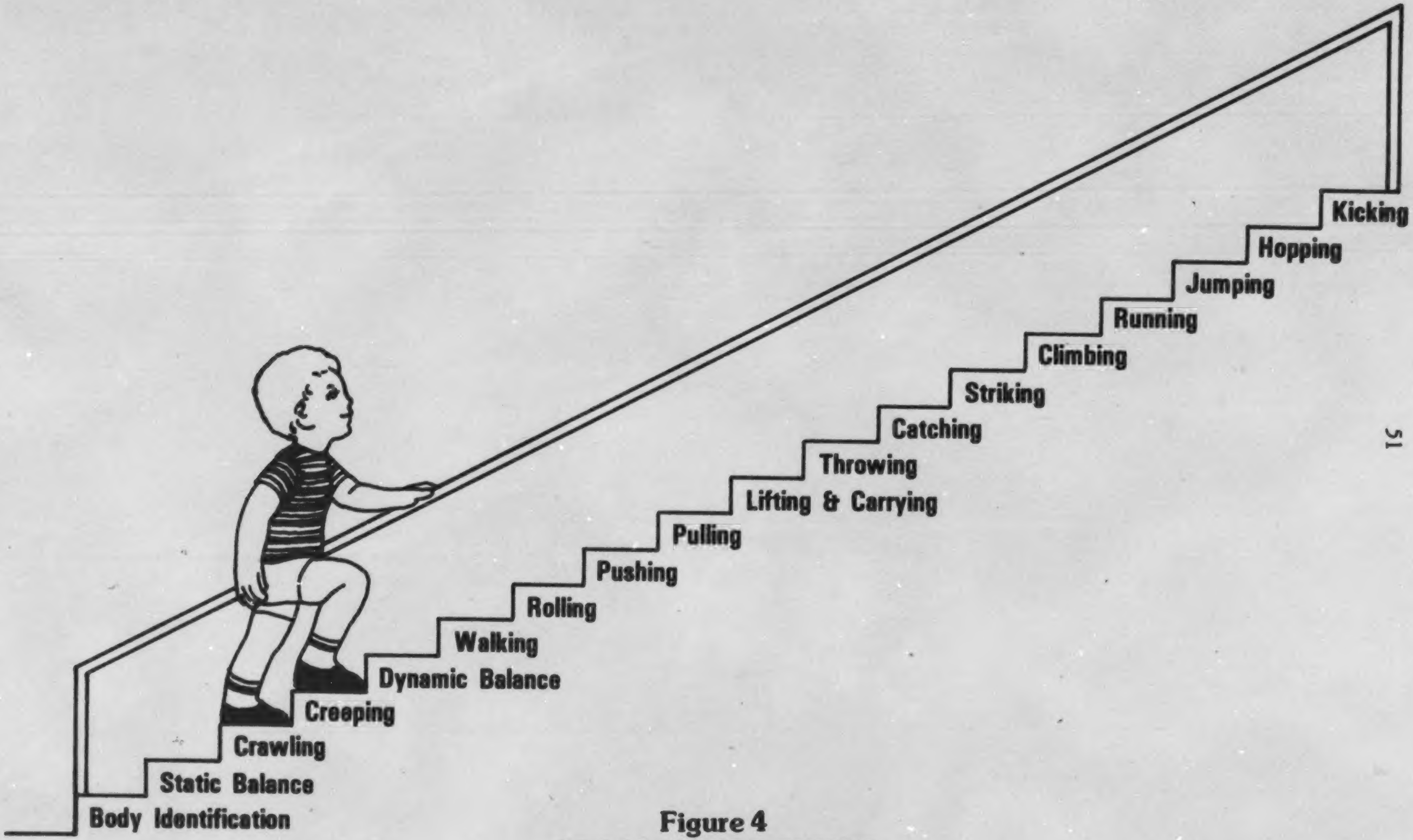
Body Identification
Static Balance
Crawling
Creeping
Dynamic Balance
Walking
Rolling
Pushing
Pulling
Lifting & Carrying
Throwing
Catching
Striking
Climbing
Running
Jumping
Hopping
Kicking

Figure 4
GROSS MOTOR SKILLS

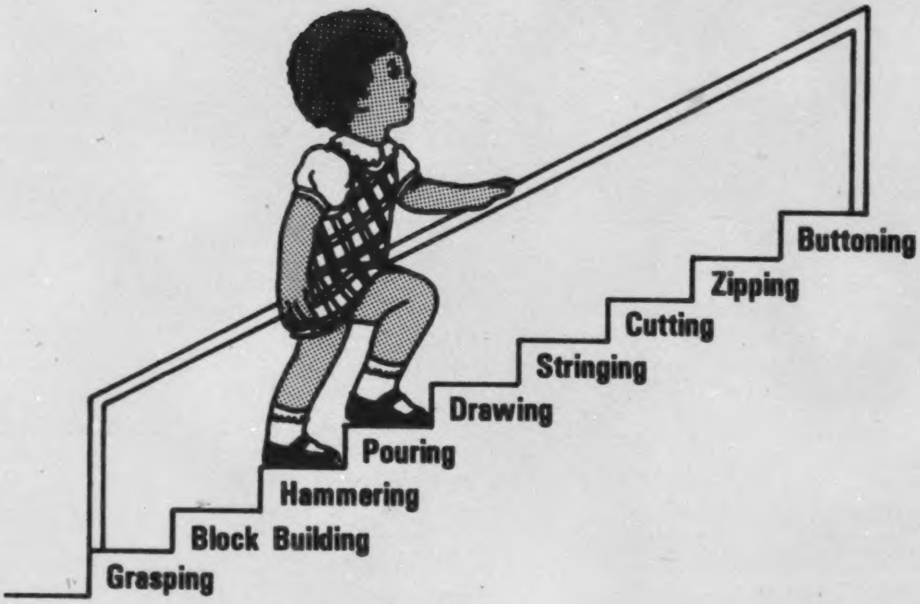
Grasping
Block Building
Hammering
Pouring
Drawing
Stringing
Cutting
Zipping
Buttoning

Figure 5
FINE MOTOR SKILLS

Figure 6
SAMPLE PREP LONG-TERM PLAN

Long-Term Program Goals:

1. To develop and improve the gross motor skills of dynamic balance, walking, climbing, and running.
2. To develop and improve the fine motor skills of grasping, block building, and pouring.
3. To develop and improve expressive language.
4. To develop and improve the socialization skills of sharing and taking turns.

Program Duration: July 31 - August 24

Monday	Wednesday	Thursday
7/31 Review dynamic balance Introduce climbing Language: key words Review grasping, block building	8/2 Climbing Review grasping, block building Introduce pouring Art activities: review grasping, pouring Language: review key words Socialization: sharing	8/3 Swimming Practice climbing, running, pouring Review dynamic balance on slip-and-slide (a perforated plastic sheet attached to a garden hose) Language: identify friends by name Socialization: sharing water toys
8/7 Field trip: children's museum Practice climbing, block building, grasping Language: identifying friend Socialization: staying with a friend	8/9 Picnic and Bar-B-Q Review climbing new playground equipment Review dynamic balance on playground Explore running through water sprinklers	Swimming 8/10 Practice climbing, running, pouring, grasping Making vegetable jello, pouring, grasping Language: identify friends by name Socialization: sharing cookies
8/14 Review climbing Introduce running Review pouring Field trip: local hike	8/16 Review climbing, running, pouring Baking cookies Review grasping, pouring Language: review key words, songs Socialization: games, reinforcement activities	8/17 Swimming Practice climbing, running, pouring Language: puppet play using area artists Art activities: making puppets Language: eview key words from body identification; grasping
8/21 Review climbing, running, pouring Field trip: library Language: identify pictures, listening Socialization: sharing	8/23 Review climbing, running, pouring Parachute play Running games Art activities: review grasping	8/24 Swimming Practice climbing, running, pouring Language: review key words, songs, following directions Socialization: relay games, cooperating with a friend

While it is desirable to begin with the first gross and fine motor skills (see Figures 4 and 5), it might be appropriate, in certain instances, to start at some other point, depending on the needs and skill levels of the children.

The sequential listing of gross and fine motor skills in Figures 4 and 5 may vary from other lists. However, it proved viable during the PREP project.

B. Planning for Small-Group Learning Centers. An obvious, but sometimes overlooked, aspect of planning is designing the environment. PREP utilizes small group learning centers, outdoor spaces where four to six children learn or refine a particular skill. The primary purpose of the learning center approach is to facilitate learning at the level (beginning, intermediate, or advanced) appropriate for one child or a group of children with similar performance. The learning center may concentrate on motor skills, and/or language skills, and/or socialization skills. Frequently, the learning center combines motor, language, and socialization skills.

Children are provided maximum opportunity to learn new skills according to their level of performance. For example, the PREP Assessment Form indicates that Jennifer is at the "intermediate level" of throwing. Therefore, she needs to work on developing a mature throwing technique, utilizing intermediate life experience activities. The leader, with Jennifer and others at that level, works on an "Intermediate Level Life Experience Activity" such as: Practice twisting and turning exercises. Practice throwing beanbags while twisting and turning upper torso. ("Twist your body and throw like this.")

Since the purpose of the centers is to enable children to learn or refine a particular skill at the most appropriate ability level, it is helpful to group children homogeneously--one group for children performing at a beginning level, one for those children at the intermediate level, and one group for the advanced children. The level at which a child is placed will vary from skill to skill, since a child may be proficient (advanced) in body identification and less proficient (intermediate) in climbing. Heterogeneous (mixed) grouping is used for large group activities and unstructured play periods.

To plan effective learning centers, it is important to include experiences for children of all ability levels. For example, a review of the PREP Assessment Form for a group of 15 children reveals that 50 percent of the children are at the beginning level for climbing, 25 percent at the intermediate level, and 25 percent at the advanced level. Therefore, centers focusing on climbing provide experiences to teach and reinforce the skill at all three ability levels.

A short-term program plan usually includes several learning centers for the morning and/or afternoon periods. The plan may involve several learning centers focusing on a single skill or various skills. Figure 7 illustrates a design for three outdoor learning centers for climbing. Simultaneously, three

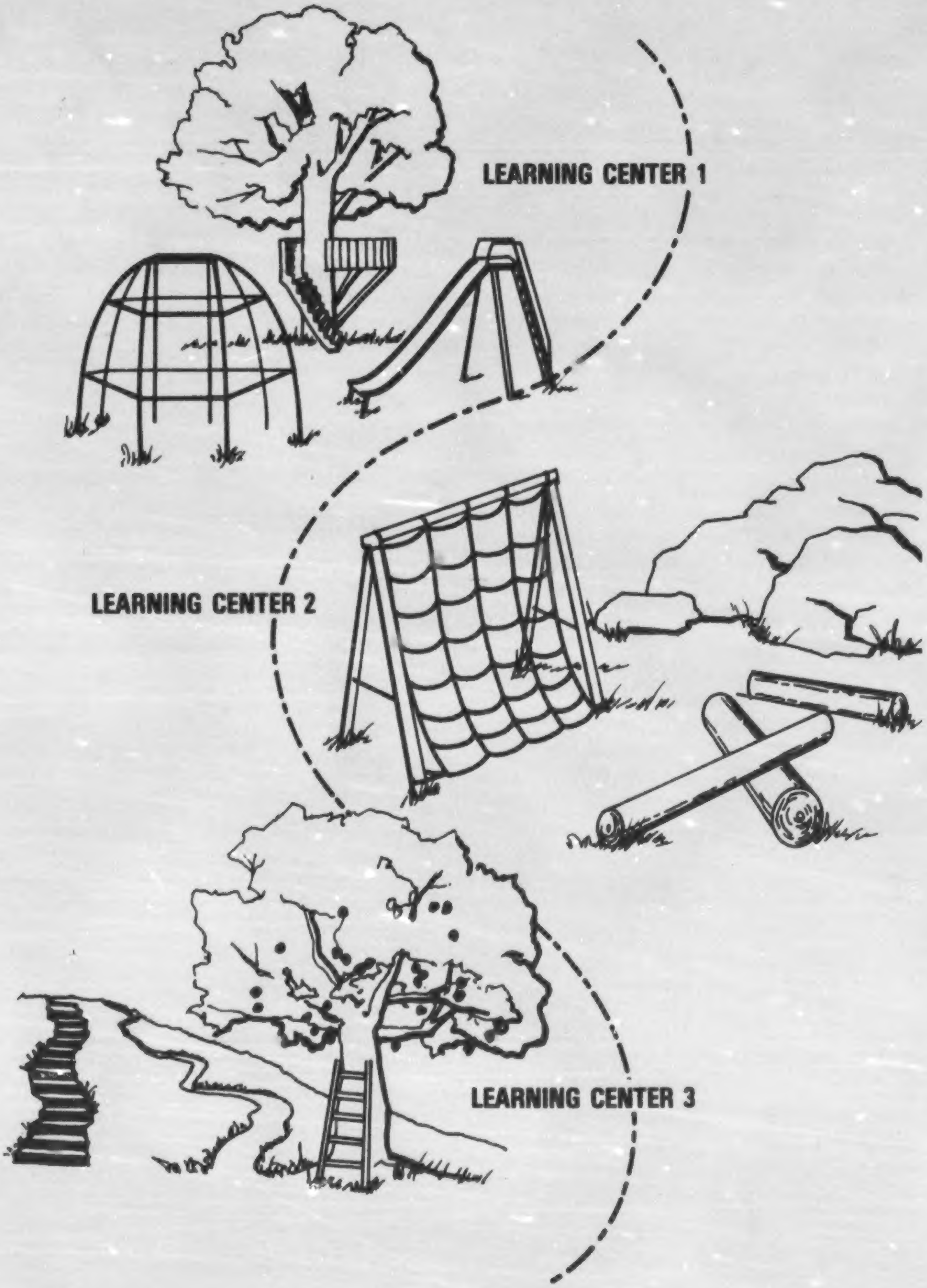
LEARNING CENTER 1
LEARNING CENTER 2
LEARNING CENTER 3

Figure 7
CLIMBING LEARNING CENTERS

groups of children can work on climbing at the center most appropriate for each of them. After approximately 15 minutes of work at one center, the entire group, including the leader and aide, rotates clockwise to a new center so that each group visits each "climbing" center once during the 45-minute period.

Learning centers lend themselves to all environments: indoors or outdoors, large or small. Gymnasiums and playrooms can be sectioned into learning centers by using chairs, tables, screens, boxes, mats, or rug squares as dividers. Outdoor spaces can be divided by natural boundaries or with ropes, cones, or picnic tables. In whatever way the learning center is designed, it is an effective method of teaching specific skills to small groups of children.

It is important that children first have an opportunity to *develop or review a particular skill before using the skill* in an activity. In the PREP Model, instruction of new skills precedes introducing the child to activities requiring those skills. For children at the beginning level, such as jumping, emphasis should be placed on teaching them to jump independently before introducing games and activities which *require* independent jumping. Also, children should continually be challenged to utilize a newly-acquired skill in various situations and to improve performance.

Prior to instruction, the skill should be broken down into a series of simplified steps, which can be easily practiced and mastered. Consider the following factors when breaking down skills: (1) know the child's ability level, (2) teach at the appropriate level, (3) use success-assured activities, (4) use repetition, (5) show by example, (6) establish a natural progression of activities, (7) teach through many senses, and (8) reinforce desired behavior. For example, the following sequence could be used for introducing the skill of stringing: (1) review prerequisite skill of grasping, (2) grasp string, (3) push string through a held bead, (4) pull string out of the held bead, (5) grasp bead and string, (6) align the bead and string, (7) push the string into the bead, (8) pull the string out of the bead.

The way directions are given is extremely important. Since children learn from demonstrations, consider how to show them what to do. Consider how to model each step so that it can be easily repeated. Decide what verbal directions to use; consult the Language Development Section in this *Guide* (Chapter 1) and the verbal cues which follow each life experience activity in the PREP *Manual*.

C. *Planning for Large-Group Activities*. Planning also focuses on large group activities, which are designed to reinforce the skills presented in learning centers. They may also be used to introduce skills or activities, set the stage for the day's activities, or to review accomplishments. Large groups allow children to participate with other children and to observe peer model behavior at a more advanced level.

When planning, the following should be considered: (1) set boundaries of space, (2) allow for a variety of ability levels, (3) change the activity when attention lags (perhaps as often as 3-5 minutes). Also important are assigning staff responsibilities, maintaining discipline, and stimulating or assisting children who require help.

D. Planning for Language Activities. Language is an important concentration in the PREP Model. Consideration should be given to planning specific activities which enhance both receptive and expressive language behavior. Language interaction goes beyond talking at children or giving directions. Emphasis is placed on talking with each child and listening and responding. Questions should be asked which require more than a "yes" or "no" answer--not, "Did you get new shoes?", but, "I see you have something new. Who has something new? Where did you get them?"

To plan for language enrichment experiences first review the Language Development Section (Chapter 1) of this Guide. Next, use the PREP Manual to identify the Key Words and Language Stimulation activities for the selected skills included in the Plan.

The Key Words Section, found on the first page of each skill, identifies specific action words, objects, and concepts to be emphasized when teaching the skill. For example, with climbing: "Action: climb, hold, step, bend; Object: step, ladder, hand, foot, rung, knee; and Concept: up, down, over."

Language experiences are planned to assist children to develop an understanding of these words as well an an ability to use the key words for expressive and receptive language.

The Language Stimulation Section, also found on the first page of each skill, lists songs and activities used in planning language experiences. They are frequently used when introducing or reviewing skills. Cues to help the leader elicit expressive language from the children are located in the Language Stimulation Section, as well as in parentheses following the Life Experience Activities. Using these cues will help to elicit phrases and full sentences from the children, rather than single-word responses. The following are examples of techniques to be used to stimulate growth in expressive language.

1. Talk about activities the children are doing; use words that you would like them to express. Ex.: When a child is painting, model the sentence for him: "I paint." In this way the child has a correct model to imitate.

2. Talk about activities that you are doing with the children; use short sentences. In this way the children will hear short grammatical models. Ex.: "I'm making a big ball. I roll the clay."

3. If the children can imitate two- and three-word sentences, then ask a question following your model. Ex.: "I'm painting. Who's painting? The ball is in the box. Where's the ball? The blocks fall down. What happens?"

4. If the children can speak independently in two- or three-word sentences then ask open-ended questions that elicit more than one word. Ex.: "What happened? How did you do that? Where's the car?"

5. If the children can speak independently in short phrases or sentences, expand what they say. Ex.: Child: "Push truck." Leader: "I push the truck fast."

6. If the children cannot speak in sentences, continue to model words, phrases, and sentences. Also, ask "yes/no" questions to give them a choice when responding to questions. Ex.: "Do you want to paint?" "Do you want to read?"

It is important to remember to talk normally, using adult speech, when talking with children during daily activities, giving directions, or reading stories. Techniques 1 through 6 in this section are only to be used to elicit speech from an individual child who is nonverbal or delayed in speech and language development. Remember, most children understand much more than they can say, and they speak normally at most other times. Therefore, it is necessary to provide a good language model by speaking normally with children, except when eliciting speech from an individual child.

E. Planning Socialization Activities. An equally important aspect of the PREP Model is its focus upon the development of socialization skills. Most preschool children need help in developing appropriate social skills, and this can best be accomplished through involvement with others in everyday life situations.

When planning activities which focus upon improving social skills, consult Chapter 1 for a discussion of social and emotional development. Then

- select activities which first require parallel interaction and then group interaction.
- provide good role models.
- encourage children to consider the needs of others.
- anticipate confrontation.
- provide fair/equal alternatives.
- reinforce positive behavior.

F. Planning for Transitional Activities. An essential element of planning involves identifying activities for moving children smoothly from one learning area to another with minimal confusion, e.g., singing, forming a train, or pushing a cage ball. The benefits of transitional activities include: (1) maximizing attention, (2) giving children the opportunity to move around between quiet activities, such as pouring or cutting, and (3) helping sustain discipline.

The chart on the following page summarizes "Step 4: Design Short-Term Program Plans." There are several considerations for developing short-term program plans:

- Involve entire staff--plan as a group with equal input from all.
- Overplan--plan additional activities for those children who have a short attention span or who move through an activity faster than expected.
- Maintain flexibility--consider alternatives if the plan must be altered; allow for adapting the plan whenever needed.

Short-term program plans are developed one week in advance to allow the staff to make arrangements for special events and collect equipment and materials. More importantly, advance planning enhances the organization of the program.

Figure 8 presents a Sample PREP Short-Term Plan. The activities listed after each learning center are coded to the PREP Manual. For example, Learning Center I lists the activity of "climbing up steps and over low objects" (B1). The symbol B1 indicates that the activity is cited in the skill of climbing and is number one under Beginning Level Life Experience Activities. All activities listed in the learning centers are keyed in this manner.

Process III--Implementation

Implementation--the actual introduction of the preschool recreation program--is dependent upon the preceding processes of assessment and planning.

In this section aspects of implementing the PREP Model are discussed: (1) Grouping, (2) Structure and Consistency of the Physical Environment, (3) Staff, and (4) Safety. In addition, implementation of a typical PREP program day is detailed in the section, "The Plan in Action."

1. Grouping: Children are placed in groups that are most compatible with their individual level of physical, social, or intellectual development. Several other specific factors to be considered are:

- Attention span
- Ability to work in small and large groups
- Level of independence
- Need for individual attention
- Frustration level

Designing a Short-Term Program Plan

Task	Process Consideration
Step 1--Identify Skills	Review the Long-Term Plan Review results of needs assessment of children
Step 2--Identify Objectives	Consider expected outcomes Review objectives from previous sessions
Step 3--Outline Morning Activities	
Introduction; Introductory Activities	(1) Consider skills and objectives (2) Review Manual for introductory songs (3) Consider established routine and interests of children
Transitional Activity	(1) Consider skills (2) Consider social and emotional needs (3) Identify effective and enjoyable techniques
Learning Centers; Large Group Activities	(1) Identify objectives for each learning center and/or large group activity (2) Review Manual to identify activities for teaching or reinforcing skills (3) Identify space, structure of environment, equipment, staff
Transitional Activity	
Summary; Review Activities	(1) Identify objectives; expected outcomes (2) Review Manual for activities (3) Identify space, structure of environment, equipment, staff
Step 4--Outline Afternoon Activities	
Introduction; Presentation of Skills or Activities	(1) Consider skills and objectives (2) Review Manual for activities (3) Consider established routine and interests of children
Learning Centers; Large Group Activities	(1) Identify objectives of each learning center and/or large group activity (2) Review Manual for activities (3) Identify space, structure of environment, equipment, staff
Summary; Culmination and Conclusion	(1) Identify objectives, expected outcomes (2) Review Manual for activities (3) Identify space, structure of environment, equipment, staff
Step 5--Delegate Responsibilities	
Identify staff member(s) to set up each learning center or large group activity	(1) Consider each staff member's background and interests
Step 6--Identify Time Schedule	
(Include routines--bathroom, lunch)	(1) Consider participants' interest level, attention span, fatigue (2) Consider nonstructured play periods

Figure 8
SAMPLE PREP SHORT-TERM PROGRAM PLAN

Short-Term Program Objectives

Motor: (1) To climb familiar playground equipment (slides, nesting climbers and bars). (2) To pour without spilling. (3) To run with ease and control. (4) To run along a path. (5) To act out the skills of running and climbing. (6) To identify equipment by name.
Language: (7) To name the color red. (8) To develop a concept of running and climbing. (9) To name body parts required for running and climbing. (10) To name fond items.
Socialization: (11) To learn to take turns.

Skills

Motor: Review climbing and pouring; introduce running.
Language: Identify equipment (slides, climbers and bars), color (red), body parts for running.
Socialization: Taking turns.

Time	Activity	Objectives	Environment	Equipment	Staff Resp. for Set Up
9:00- 9:30	Staff Preparation of Environment and Equipment				
9:30- 9:40	Introduction Manipulatives (Bathroom)	11	large group: (playroom circle)	blocks, cubes, stacking toys, puzzles	Debbie
9:40-10:00	Greeting: Language Activities and sing "Hello Song," "Tickie Tickie Bumble Bee," "We are Running Fast," "We are Running Slow." Transitional activity.	11	large group: (playroom circle)	Snoopy hand puppet	Denise
10:00-11:00	Learning Centers				
	Learning Center I - Climbing Outdoors Up steps and over low objects (B1); Explore outdoor environment (B2); Ascend steps (I1); Explore different ways to climb (I3); Climb a step ladder (A4)	1,6	small group: learning ctr. (playground with equipment)	portable climbers (using pushing equipment)	Mary
	Learning Center II - Pouring Dump and pour (B2); Pour with cups and bowls (I1); Water Plants (I3); Water Coloring (A2)	2,6,7,11	small group: learning ctr. (sandbox area)	cups, bowls, buckets, watering can, dish pans, paint, paper, water, paper towels	Sue
	Learning Center III - Running Review walking and balance (B1); Run with aid of a rope (B1); Run along a path (B3); Tracking while running (I3); Run to musical cues (A6)	3,4	small group: learning ctr. (play room)	rope, scarves, rubber tiles, (tape, drum)	Denise
	Learning Center IV - Language, Socialization Talk about how animals and people run (Language Stimulation - Running 4); Identify action and body parts (Language Stimulation - Climbing 1); Sing and act out songs "Jack and Jill Climbed Up the Hill" and "Eensey Weensey Spider" (Language Stimulation - Climbing 2); Play "Do As I Do" (Games and Reinforcement Activity - Climbing 7)	5,8,9	small group: learning ctr. (oak tree)	magazine clippings	Mary

Time	Activity	Objectives	Environment	Equipment	Staff Resp. for Set Up
11:10-11:20	Clean Up				
11:20-11:30	Review Activity Review climbing, running, and pouring Discuss morning activities	5,6,7, 8,9	large group: (oak tree)	water, paint	Sue
11:30-11:40	Bathroom				
11:40-12:10	Lunch Review pouring Discuss morning activities Language Stimulation - identify foods at lunch	5,6,8, 10	large group: (picnic area)	cups, paper towels, trash containers	Denise
12:10-12:30	Unstructured Play or Rest Explore running, climbing, pouring Socialization: taking turns	1,2,3, 11	large group: (playground)	cups, bowls buckets, parachute, scooters, balls	Mary
12:30	Introduction to Afternoon Activities Language Stimulation: Discuss hike to grocery store. Discuss past trips to store. Discuss and identify items to be purchased, i.e., milk, eggs, apples.	10	large group: (oak tree)	magazine clippings	Debbie
12:45- 1:30	Hike: Review climbing and running. Discuss sights, sounds and smells in store. Identify food items. Carry and store food items.	1,3,4, 10	large group: small group: (grocery store)	magazines	Sue
1:30-1:45	Culminating Activities Review day's experiences. Discuss plans for the next session. Sing "Good Bye" and favorites.	5,6,8, 10	large group: (playroom circle)		Debbie
1:45-2:00	Bathroom, dressing for outdoors: Group children in preparation for loading bus. Singing.				
2:00-2:45	Staff evaluation; update reports and records				
2:25-2:30	Clean Up				

The specific activities may also determine placement. For example, a child may be in one group for language activities and in another for gross motor activities. The major criteria for placement in a particular group are the child's needs.

2. Structure and Consistency of the Physical Environment: Considerable emphasis should be placed on structuring the physical environment. A visitor to a PREP Program will observe that the physical environment is well established prior to the arrival of the children. Staff responsible for each learning center collect materials prior to the program in boxes, bags, or on trays for quick retrieval. Then they position all required equipment and materials in the centers. Frequently, the activities are detailed on large boards and placed for all to see.

In preparing the physical environment, boundaries may be required to insure the safety of children and to reduce distractions. Frequently, they are constructed with equipment found in the environment--shelves, chairs, tables, boxes, trees. Once established through routine activities in the learning centers, the same boundaries should be used again in other sessions. This allows children to become accustomed to the space, and its boundaries, in which they are to play and work.

3. Staff: The recommended PREP approach requires the entire staff to work as a team. The strength of the team approach lies in the fact that each staff member complements the others in the unit by bringing to it special qualities and knowledge. Though a staff member may be trained specifically in language development, his or her responsibilities also will include teaching and reinforcing socialization and teaching fine and gross motor skills.

The staff should be familiar with each child's medical history and maintain a current list of telephone numbers in each child's file--parents (work/home), close relatives, child's doctor (if any), and special numbers. Also important are emergency telephone numbers for the nearest hospital, doctor's office, fire and police stations, and poison control center.

Important qualities in a good staff are flexibility, adaptability, and spontaneity. For example, if a program must unexpectedly relocate, the staff must be able to adapt quickly to the new location. Frequently, a site houses several programs simultaneously; preschool children, senior citizens, and teenagers may share a facility. Bathrooms, water fountains, and swimming pools may be shared by various groups at the same time. One key to a good working relationship with other groups is flexibility--the ability to remain open to suggestions for change and, most importantly, the willingness to compromise.

The staff must be spontaneous in dealing with events and circumstances. Frequently, several tasks require attention at the same time--Jimmy may need his shoe tied; Susie needs encouragement to stay at the task of painting; while Joey needs to be comforted after experiencing a blow from Susie's "traveling" paint brush. A staff member must act quickly yet calmly to deal with all of these situations. Spontaneity is also needed when planned activities fail to interest the children. For example, the staff might spend much time planning a body awareness activity. However, the children appear tired from an extended holiday--they are easily distracted and irritable and prefer to sit rather than stand. The staff member must be able to modify the plan quickly to maintain the children's interest and their own.

It is important for the staff as a unit to overplan and be prepared to implement alternative activities if one part of the plan is not fully successful. The good leader is able to call upon his experience and resources and make substitutions.

4. Safety: Important to the implementation of any program is the safety of the children. It is essential that staff members always know where the children are. No child should be permitted to wander from the view of the staff member to whom he is assigned. If a child must be removed from the group, it is the responsibility of the group leader to either remove the child or request that another leader remove the child. At no time is the group to be unsupervised.

Staff should monitor the children's behavior and watch for changes which may suggest physical, social, or emotional problems. It is the staff's responsibility to remain alert and close to the center of activity. At least two adults should be with a group at all times. Further, a staff member must be present whenever children are in the swimming pool, climbing the Jungle Gym, or pushing playmates on swings. Also for the safety of the children, physical boundaries should be established, discussed with the children, and strictly enforced; equipment should be examined periodically for broken or sharp corners and edges and other hazards; and outside areas should be checked daily for broken glass and other dangerous items.

5. The Program Plan in Action: This section describes the process of putting a short-term plan into action.

Imagine that the program has been in operation for eight weeks already; there are four weeks remaining. Skills have been identified. Skills preceding gross motor skills of climbing and running and the fine motor skill of pouring have been learned and strengthened. (See Figures 4 and 5.) Time has been spent on language skills, such as naming simple objects, using simple phrases to describe an action or a desire, and following simple directions, such as "sit down on the rug square." Time has also been devoted to developing socialization skills, such as sharing, helping, and cooperating.

As can be seen from the long-term plan illustrated in Figure 6 on page 53, the skills of dynamic balance, walking, grasping, and block building were reviewed earlier in the month and the skills of climbing, running, and pouring are being introduced. The long-term program goals for the month are:

- To develop and improve the gross motor skills of dynamic balance, walking, climbing, and running.
- To develop and improve the fine motor skills of grasping, block building, and pouring.
- To develop and improve socialization skills of sharing and taking turns.
- To develop and improve expressive language.

The objectives for the short-term program plan are:

Motor: (1) To climb familiar playground equipment; (2) To pour without spilling; (3) To run with ease and control; (4) To run along a path; (5) To act out the skills of running and climbing; (6) To identify equipment by name.

Language: (7) To name the color red; (8) To develop a concept of running and climbing; (9) To name body parts required for running and climbing; (1) To name food items.

Socialization: (11) To learn to take turns.

The short-term program plan consists of: Introductory Morning Activities; Morning Learning Centers; Review Activity; Lunch; Unstructured Play; Introduction to Afternoon Activities; and Culminating Activities.

It indicates that the children will spend approximately 70 minutes of the morning's activities in one of four learning centers:

Learning Center I

Location: Playground
Skill: Climbing
Activity: Climbing Playground Equipment

Learning Center II

Location: Sandbox Area
Skill: Pouring
Activity: Pouring Sand, Watering Plants, Pouring Water, Water Coloring

Learning Center III

Location: Playroom
Skill: Running
Activity: Review Walking and Balancing; Running on Paths

Learning Center IV

Location: Oak Tree
Skills: Language and Socialization
Activity: Group Discussion, Singing, Games

The activities listed for each center are coded in the PREP Manual. For example, Learning Center I lists the activity of climbing up steps and over low objects (B1). The symbol (B1) indicates that this activity is cited in the skill of climbing, under Beginning Level Life Experience Activities and is Number 1 on the list. All activities listed in the learning centers are referred to in this way.

Prior to the children's arrival, staff collects all equipment and materials specified in the short-term program plan. Each staff member has responsibility for setting up a learning center or preparing an activity, such as lunch or a field trip. The actual set-up of each center requires placing equipment (e.g., nesting climbers, walking steps, cups, buckets, and ladders) close enough for easy retrieval but far enough from the children to prevent distraction.

From the short-term program plan, the staff members detail the plans of each learning center on large pieces of posterboard, which are then tacked to walls, trees, or posts for all to see. Included are suggestions for additional activities in the event children move through a center sooner than planned, become bored, or find the planned activities either too advanced or too elementary. The period of time to be spent in the area is also noted. A sample outline for a learning center is presented here. (Also refer to the learning center diagram included in Figure 9.)

OUTLINE FOR A LEARNING CENTER

Learning Center II
Skill: Pouring
Time: 15 Minutes

Beginning Level

1. Review grasping cups, pitchers, and bowls.
2. Act out how to pour. Sing, "I'm a Little Teapot."
3. Demonstrate pouring. Pour sand into buckets, plastic bowls, cups. Encourage eye contact.
4. Pour sand from cup to cup. Encourage child to stop when cup is full.

Intermediate Level

1. Pour with water. Stop when full. Encourage eye contact.
2. Pour water from cups to bowls and vice versa.
3. Water plants.

Advanced Level

1. Pour water and paint to create the color red.
2. Mix colors.
3. Color identification
4. Design a painting by pouring colored water from small containers onto large sheets of newsprint.

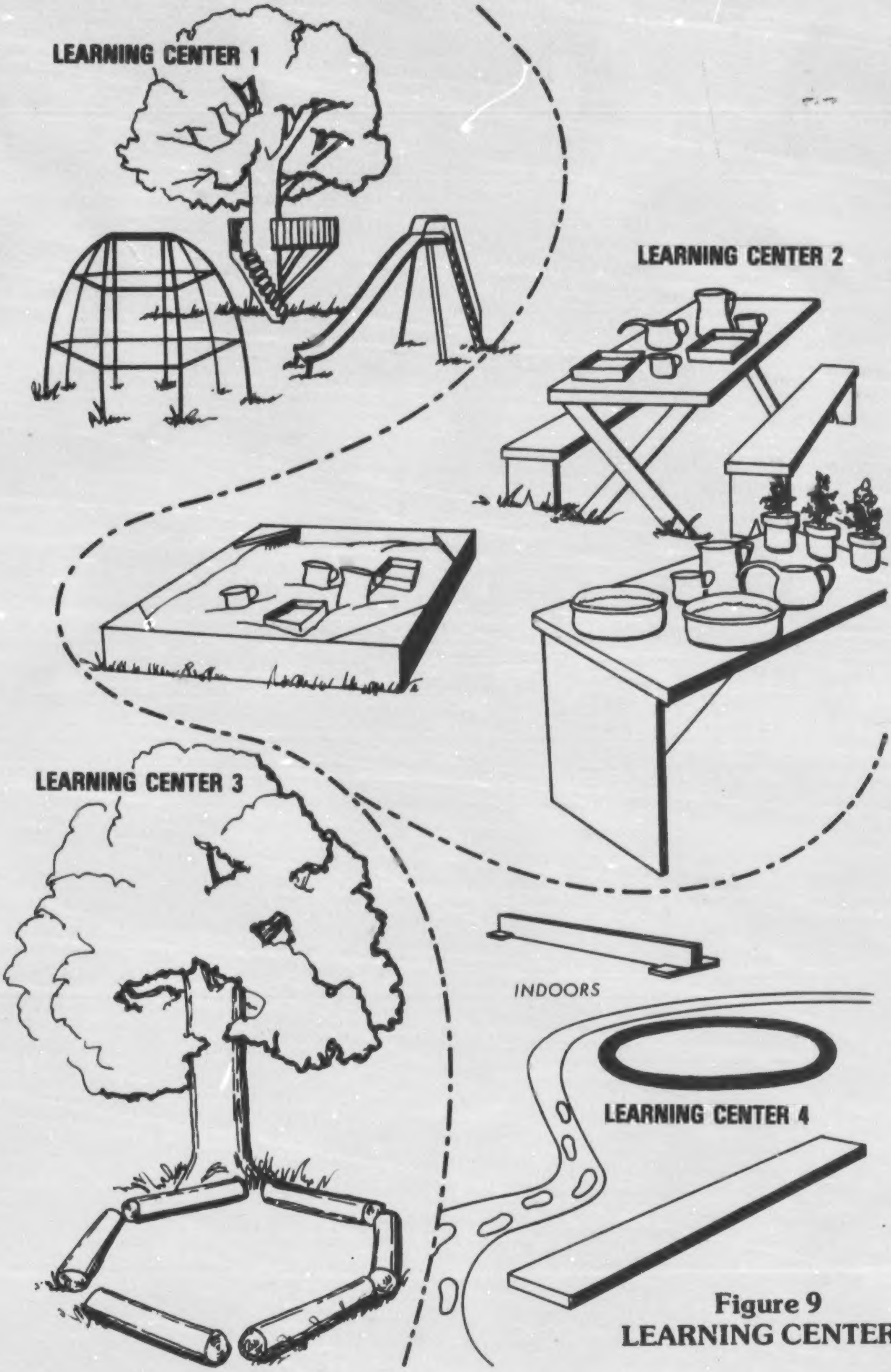
LEARNING CENTER 1
LEARNING CENTER 2
LEARNING CENTER 3
INDOORS
LEARNING CENTER 4

Figure 9
LEARNING CENTERS

Frequently, it is necessary to establish physical boundaries for learning centers. Existing equipment and the environment can be used: picnic tables, chairs, ropes, logs, trees, a building, or tape tacked to the floor. Paper towels, tissues, and sponges are within easy reach. Finally, the learning center is tested. The leader "tries out" the equipment and tests all materials. Then, each staff member takes a few minutes to become familiar with the other learning centers and identifies the center which his group will visit first.

The total group of 20 children is expected to be present for a daily program. A leader and a co-leader (who may be a parent, sibling, or bus aide) work with each group. Leaders are assigned to one of four groups of five children each. Usually, leaders continue to work with the same group throughout the program.

What follows is a running description of a typical day in a PREP program. This narrative illustrates the process of putting into operation the short-term plan in Figure 8 (pages 61 and 62). See also Figure 6 on page 53. The activities listed for 8/14 are those in focus here.

Introductory Morning Activities

The children arrive and are greeted individually. The staff helps the children find their designated storage spaces where personal items are kept. Next, each child is asked to sit down and is directed to a rug square in the large circle. The child begins with the tinker toys, building blocks, puzzles, and other small objects that have been placed there. The purpose of this activity is twofold: First, the children are given an opportunity to "unwind" from the bus ride and, second, an activity is provided until all buses arrive and all 20 children are present.

Sue, the leader responsible for this activity, is showing John how to place blocks on top of each other so he can build a house. She greets each child by name and allows them to choose a piece of equipment. During this activity, expressive and receptive language is reinforced. Sue is also encouraging John and Kelly to play cooperatively and share the lego blocks. Simultaneously, she works to keep Alvin at the task of trying to remove a block from a small, tight-fitting plastic container. Her instructions are clear and direct: "Put your fingers here; now pull it off. I pull. Good, try another one." To John and Kelly she says, "What are you doing? Who built this? Push the car up to the house. . . Show me." She then asks Johnny, "What object is this? . . . What color is the block?"

When more children arrive, a second leader, Debbie, joins the group. She reviews the skills of grasping and block building. Debbie works actively with Karen on block building and then passively participates while Karen and James work cooperatively on building. She encourages their play by occasionally placing a block into place, using language for receptive language experience.

Soon all 20 children have joined the circle, and Sue initiates clean-up activities. The children are encouraged to put away their materials. All equipment is stored, and the introductory activities begin.

The children sit in a large circle on rug squares. The leaders sit within range of the five children they will work with for the morning activity. (Grouping has been established earlier in the program.) The children, with the assistance of the leaders, sing and act out a greeting song:

"Hello, hello, hello and how are you?
I'm fine, I'm fine and hope that you are too."

Another song which identifies each child and leader by name is sung and repeated:

"Tickie Tickie Bumble Bee,
Will you say your name for me?"
Person responds:
"My name is Leroy."
Group responds:
"His name is Leroy."

(repeat)

The children are encouraged to say their names as well as the names of others.

A circle activity incorporating the song "Do As I Do" follows. Here leaders review previously-learned skills (creeping, crawling, walking) and introduce the new skill of running. Children are instructed to "follow the leader" and "hold (child's) hand," or to make a train with the group. Then the song is repeated. The leaders use this as a transitional activity to move each group to its first learning center. (Figure 9 illustrates the four learning centers.)

Morning Learning Centers

Learning Center I: The skill of climbing is the focus. The leader demonstrates climbing on the Jungle Gym. The two staff members allow the children to move and explore the equipment. As Kelly attempts to climb up the bars, a leader shows her where to put her hands and says, "Now put your hand there. It's O. K. I'm holding you. O. K., let's go up. Go up. What did you do?" On another piece of playground equipment, a leader teaches Alvin how to turn around on the top of the climber, where to place his hands as he turns, and how to climb down facing the rungs of the climber. Alvin is very eager, but needs constant reminders of where to place his hands and feet. He needs to be reminded to look at the rungs while holding and stepping down. Since each child's abilities may differ, the leader must be familiar with the skill level and performance objective for each.

Learning Center II: Children are working on pouring. Language and socialization experiences are also provided. Krissy requires physical assistance and continuous verbal prompting to pour sand from a cup into the bucket. ("Hold the cup. Look at the bucket. The sand goes in the bucket. Where's the sand?") Consequently, the objective is to get Krissy to pour by herself. Not all children in this particular center require assistance, and several are pouring water from a watering can into small containers of potted plants. Also, some children are working on mixing paint with water to create new colors. The children are encouraged to pour one color into another and to identify the resulting color.

Learning Center III: Sounds suggest that the children are enjoying themselves. They can be seen running with the assistance of another or while holding onto a rope. Jamie is being helped to run using his arms--the leader swings Jamie's arms back and forth while he moves along a path constructed of rubber tiles.

Learning Center IV: The focus is specifically expressive and receptive language. Here the children's interest is captivated with pictures of zoo and farm animals that run. A discussion of how the animals run is in progress. The topic soon moves to how people run, and pictures of athletes are discussed. "What is he doing? Look at his feet. Show me how you run, Betsy. Who's running fast?" A similar discussion on climbing follows. The children imitate climbing and running movements involved in the songs "Jack and Jill Climbed up the Hill" and "Eensy Weensy Spider (climbed up the water spout)." The children then form a line and play "Do As I Do," running around a tree and climbing up a ladder to the tree house. (Children who are unable to climb the ladder use steps to climb up to, and down from, a child-size picnic table.)

After approximately 15 minutes, the groups rotate. Transition activities (running while holding a rope, following a leader, climbing a ladder) are used to move children from one learning center to another. The leader and children originally in Learning Center I move to Center II; those in Center II move to III; children from Center III go to IV; and the children from Center IV go to Center I. Every 12-15 minutes the process is repeated so that each group of children has an opportunity to work in each center. The decision of when to rotate learning centers is based upon the interest level and/or fatigue of the children. Staff communicate either by spoken words or unspoken gestures. A wave of the hand or a whistle is used to indicate the group's readiness. Prior to switching, each learning center is returned to its original arrangement. The children are prepared for the move, and a transitional activity is introduced to help make the change a smooth one.

Review Activity

After the small groups have visited each learning center one time, the entire group gathers for a review activity. Their morning activity is located under a large oak tree, which provides protection from the sun. A short time is spent reviewing the accomplishments of the morning. Group members discuss what they did in each center, and children are chosen to demonstrate the skills of running, climbing, and pouring. The group discusses the colors they created by pouring red water into blue water; the activity is repeated for all to see. The skill of running is further reinforced in a game of "Duck-Duck Goose."

During this activity, those leaders responsible for lunch collect the needed supplies (cups, milk, juice, lunches, paper towels, and trash containers). Also, equipment is gathered for after-lunch activities (balls, scooters, clay, paper, and crayons).

Lunch

During lunch, the children continue to work on pouring. Children are encouraged to pour their milk or juice into cups and talk about their present experience of eating outdoors with friends. They discuss as well their morning activities. Expressive and receptive language is continually stimulated. Jamie may be asked, "What color paint is on his shirt? Tell me how it got there." Jane may be asked to find the apple in her lunch box and to verbally identify it as an "apple." The interesting aroma coming from Henry's gourmet Chinese lunch prompts someone to ask, "Henry, what are you eating?" The leader may say, "I have a peanut butter sandwich. Who has a peanut butter sandwich?" encouraging the child to say, "I have a _________." When food from a child's lunch box is unwanted, the leader may encourage the child to say, "I don't want this" or "Who wants my apple?"

Unstructured Play

As the children finish lunch and dispose of their trash, they are permitted to play freely in the playground area where balls, scooters, and other equipment have been placed. As in the morning activities, running, climbing, and pouring behaviors are reinforced. Alvin is encouraged to pour sand into a pail. Kelly is assisted in running while pushing Jeff, Jamie, and Karen on the merry-go-round. Each child is given an opportunity to push the merry-go-round. Other children are running after balls or bubbles blown from a soap solution. With a leader they sing, "We can run fast, we can run slow." Some children prefer to nap under the shade of the oak tree, where a parachute has been stretched out.

Introduction to Afternoon Activities - Large Group

After approximately 20 minutes of unstructured play, the group gathers around the oak tree (the outdoor space at which children routinely gather for large group activities). A hike through the woods to the local grocery store is about to take place.

Preparation for a Hike

The staff and children discuss the destination and purpose of the hike: "We are going to walk to the store. Who remembers going to the store last week? What did we buy at the store? Today we will buy milk, apples, and eggs. What will we buy, Kelly? Wednesday we will make cookies. Who's going to make cookies?" To help the children identify the items to be purchased, magazine clippings of food products have been mounted on cardboard. The leader asks Jamie to point to the picture of the milk carton. "Good. Kelly, what is this? (an apple!) Good answer. Krissy, point to the picture of an egg." After thoroughly reviewing safety procedures, the group begins its hike through the woods to the grocery store. In route, the skills of climbing and running are again reinforced. The children run over the bridge and up the hill singing, "We are running up the hill, up the hill, we are running up the hill as we have done before." Children requiring assistance are aided by the staff as well as by other children. The children are continually encouraged to describe their activities as they climb over a tree stump and up the stairs leading to the store.

Once in the store, small groups of children are instructed to find the (food item) which is illustrated in the picture. With the assistance of the leaders, each group sets out to find the item in the picture. In the process, the children identify and discuss the various products they see. For example, as they pass the refrigerated area Jamie says "cold" and the group stops to discuss how freezers make food cold. "See the ice. Let's feel it. Ice feels cold. How does it feel, Kim?" The others have ventured to areas such as the bakery and fish section, where they discuss the sights and smells. After locating and purchasing the needed items, the group returns to the program site. Children take turns carrying the bags of groceries. They play "Follow the Leader" zig-zagging through the trees, running down a small grassy hill, and jumping over a puddle. On arriving at the program site, all food items are stored, and the group returns to the play room to sit in the large circle as they did upon arrival.

Culminating Activities

The children review the day's experiences and discuss plans for the next session, which will include cooking. A familiar "Good-bye" song is sung: "Bye Bye, Bye Bye,/ Bye Bye for today,/Bye Bye, Bye Bye,/We'll see you another day." Other favorites requested by the children are also sung: "The Wheels on the Bus" and "Old MacDonald."

Before the buses arrive, the children are grouped according to which bus they ride. For example, all the children riding bus #1 sit on one part of the circle and all those riding bus #2 sit on another part. The singing continues as each group is instructed to get coats, lunch boxes, and other personal belongings. One or two leaders remain with the circle while others assist the children with coats, hats, etc.

With the help of the bus aides, the children climb the steps of the bus and find a seat. Each child's belongings are placed in a sectioned box for quick retrieval. Seat belts are fastened. The staff member responsible for preparing a parents' newsletter, which discusses the activities of the week, supplies bus aides with sufficient copies and paper clips.

Though the children are leaving the program site, reinforcement of skills continues. The group sings, identifies colors, and landmarks. Hand puppets are used to evoke verbal responses like, "What is your name? Do you know who I am? Give Snoopy a kiss on his nose." Some children remain alert throughout the bus ride; others prefer napping or cuddling with a favorite stuffed animal or doll. Upon arrival at home, each child's belongings are gathered and the newsletter is clipped onto his shirt. The bus aide walks each to the door and waits for mother, father, or the sitter to take the child (no child is ever left unattended). With a wave from the other children the bus is off to deliver the remaining youngsters.

So concludes a typical day in the PREP program.

Process IV--Evaluation

The first step in an evaluation effort is to determine what is to be assessed and what the data will be used for. Each program's specific goals and objectives will provide the basis for formulating questions which need to be answered through evaluation. Existing data collection tools are then identified and/or new ones are developed.

Two types of evaluation are used to assess the PREP Program. Formative evaluation procedures obtain information necessary for modifying and/or improving the program while it is in operation. It is ongoing during the planning and implementation stages of the program and helps staff better meet the needs of participants. Summative evaluation is used to assess the outcomes and results of the PREP Program. It is generally conducted after a program is completed. Whereas formative evaluation looks at components of a program, summative evaluation provides information about the total programs and its effectiveness. A summative evaluation identifies what was accomplished for the time, effort, and resources invested. Figure 10 summarizes the PREP Evaluation Process.

Summary

When the idea of beginning a preschool recreation program has been accepted, the first step is to identify the purpose, goals, and objectives of the proposed program. This information will be necessary when communicating with supervisors, community members, and parents. Then, gain the support of those in-house departments and community agencies which will be involved. Once the support of others is secured, approach appropriate person(s) for approval and financial support. Following approval, the new program will be on its way. Many of the following tasks may be conducted simultaneously, and the sequence of steps may vary from program to program.

At this early stage, identify the program coordinator and staff. The program coordinator should be hired in advance to assist with program development (logistics, equipment, child find, hiring staff). The coordinator may work with parents and cooperating agencies to identify the particular needs of the children referred to the program.

Type of Evaluation	Purpose	When Conducted	Examples of Data Collection Tools Utilized*
Formative Evaluation	To improve the program as it is planned and/or carried out	Ongoing during planning and implementation of program	Pre-Program Child Assessment o Fine & Gross Motor Assessment Form(s) o Child Gain Form Impact Observation Form #1 Impact Observation Form #2 Anecdotal Records
Summative Evaluation	To assess the overall outcomes the program and effect on o children o staff o parents o community	After program is completed	Post-Program Child Assessment o Fine & Gross Motor Assessment Forms o Child Gain Form Staff Evaluation of Program Parent Evaluation of Program

*Included in Appendix F

Figure 10
PREP EVALUATION PROCESS

The competencies of the staff must also be examined before the content and process for a pre-service training workshop can be developed. Pre-program orientation acquaints staff with the purpose, goals, and objectives of the effort and facilitates the development of a cohesive staff team. Staff must develop a working knowledge of the PREP Model and the ability to handle assessment, planning, implementation, and evaluation.

Pre-service workshops should also involve the staff in long- and short-term planning according to the identified needs of the participants. A long-term plan for approximately one month should be outlined, and short-term plans for the first week of the program should be formulated.

When they first meet with participants, staff conducts an assessment to better identify the needs of the group. The processes of planning, implementation, and evaluation are repeated several times during the program. Evaluative data are continually gathered to identify areas of strength and weakness. Modifications are planned, implemented, and evaluated.

In service training workshops are conducted as needed. Finally, an evaluation is conducted at the program's conclusion to examine the effect of the overall program.

Figure 11 is provided to assist in the development of a Preschool Recreation Enrichment Program. Once the program is initiated, follow the PREP Model illustrated in Figure 1. Conduct in-service training as needed, and plan for summative evaluation of the program.

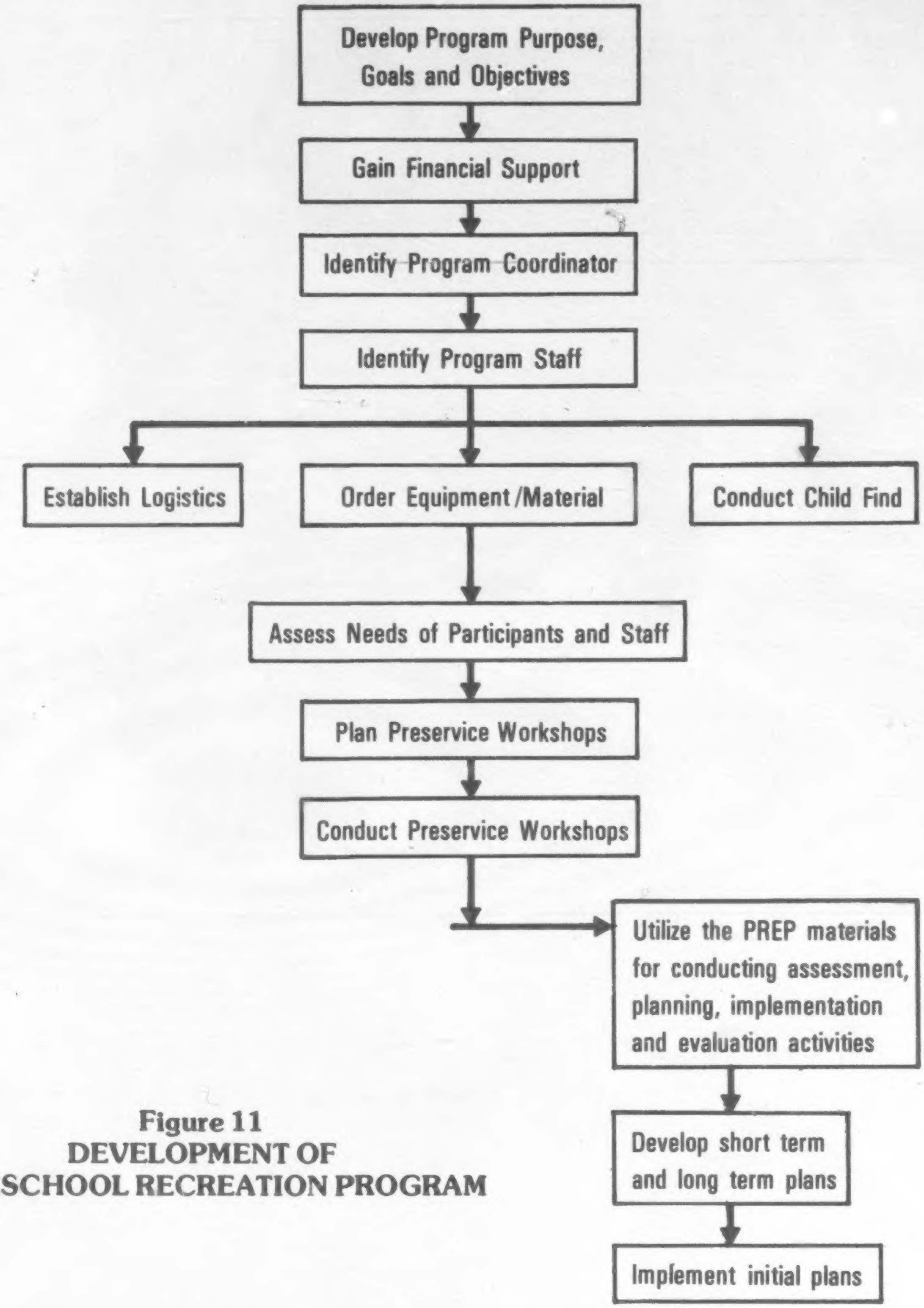
Develop Program Purpose, Goals and Objectives
Gain Financial Support
Identify Program Coordinator
Identify Program Staff
Establish Logistics
Order Equipment/Material
Conduct Child Find
Assess Needs of Participants and Staff
Plan Preservice Workshops
Conduct Preservice Workshops
Utilize the PREP materials for conducting assessment, planning, implementation and evaluation activities
Develop short term and long term plans
Implement initial plans

Figure 11
DEVELOPMENT OF
A PRESCHOOL RECREATION PROGRAM

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APPENDICES

APPENDIX A

Sample Registration Information
and Application Form

THE MARYLAND-NATIONAL CAPITAL PARK AND PLANNING COMMISSION
DEPARTMENT OF PARKS AND RECREATION, PRINCE GEORGE'S COUNTY
SPECIAL SERVICES DIVISION

INFORMATION REFERRAL SHEET

The Special Services office of the Maryland-National Capital Park and Planning Commission is interested in sponsoring summer day camps for pre-school children involved in the Prince George's Early Identification Project. However, preliminary information is needed to determine locations for the programs. If there are enough interested parents, we will begin several of these programs throughout the county. Please take the time to fill out the form below and send it back to:

The Maryland-National Capital Park and Planning Commission
Special Services Division, Department of Parks and Recreation
6600 Kenilworth Avenue, Riverdale, Maryland 20840

Name of Child ______________________________ Age ________

Parent or Guardian's Name ______________________________

Address ______________________________

Phone No. ____________________ Work No. ____________________

Program Currently enrolled in: ______________________________

Special Education Teacher's Name (if applicable) ____________________

1. Are you interested in a summer day camp program for your child? Yes___ No___

2. Would you prefer a program which meets: everyday ___

   2 times a week ___ (Tuesday and Thursday)

   3 times a week ___ (Monday - Wednesday - Friday)

3. I feel the day sessions should last: 3 hours ___ 4 hours ___ 5 hours ___

4. I would be most interested in:

   morning sessions: 9:30 A.M. - 1:30 P.M. _____

   afternoon sessions: 1:00 P.M. - 4:00 P.M. ___

5. I could pay $15 a week ___Yes ___No for a 6 week program Monday thru Friday.

   ____ $6 a week for a 6 week program Tuesdays and Thursdays ___Yes ___No

   ____ $9 a week for a 6 week program Mondays-Wednesdays-Fridays ___Yes ___No

6. I could pay $5.00 a week for transportation ___Yes ___No

7. I would prefer to drive my child to the program ___Yes ___No

8. I could provide my child with a bag lunch each day (milk will be provided by the Maryland-National Capital Park and Planning Commission) ___Yes ___No

9. I would approve of field trips that would take my child away from the program area for a few hours (i.e. Oxon Hill Children's Farm) ___Yes ___No

PREP

Please fill out and return with deposit by June 1, 1978 to:

Tacasumca Parks and Recreation Department
88 Swampcott Road
Seatville, Virginia

Office Use Only
Med form ____________
Dep. pd. ____________
Balance ____________
Total pd. ____________

APPLICATION FORM

Applications will be accepted on a first-come-first-served basis.
NOTE: ALL CHILDREN MUST BE TOILET TRAINED

Please check the location applicable to your child:

_____ Seatville Recreation Center
(north of Central Avenue)
Seatville Road
Seatville, Virginia

_____ Pleasantshore Community Center
(south of Central Avenue)
Pleasantshore Drive
Pleasantshore, Virginia

Please check the session your child will attend:
(All sessions require a $25.00 deposit due June 1, 1978)

_____ June 26-Aug. 4 (Additional $65 due June 16th)
_____ June 26-July 14 (Additional $20 due June 16th)
_____ June 17-Aug. 4 (Additional $20 due June 16th)

Child's name: ________________________________ (Nickname)

Address: ________________________________
(Street) (City) (State) (Zip)

Birthdate: ____________ Age: ________ Home Phone: ____________

Father's Name ____________________ Work Phone: ____________

Mother's Name ____________________ Work Phone: ____________

In case of Emergency:

Name: ____________________ Phone: ____________

Address: ________________________________
(Street) (City) (State) (Zip)

School Child Attends/or Referring Service: ____________________

Teacher's Name: ____________________

Has your child previously participated in a program sponsored by Tacasumca Parks and Recreation Department? Circle one: YES NO If yes, which program?

____.

Is this your child's first experience away from home? Yes _____ No _____

If not, what other program(s) has your child participated in? ____________________

____

PHOTOGRAPHIC RELEASE: I hereby give my consent to the Tacasumca Parks and Recreation Department staff to photograph my child and use such pictures and/or stories in connection with any of the work of the Tacasumca Parks and Recreation Department.

Signature of Parent or Guardian Date

PERMISSION FORM: I hereby give permission for my child to participate in all program activities including field trips.

Signature of Parent or Guardian Date

*In case of emergency, every effort will be made to contact participant's parent(s) or guardian. If they are unavailable, the child will be taken to the nearest hospital for medical care.

Please be certain that the application and medical form are filled out as completely as possible. This will help us to plan better for your child's needs.

*Applications are due June 1, 1978 with $25 deposit.
*Medical forms and balance of fee due June 16, 1978.

Make all checks payable to: Tacasumca Parks and Recreation Department and send with application to:

Tacasumca Parks and Recreation Department
PREP
88 Swampcott Road
Seatville, Virginia

PREP SUMMER DAY CAMP

PLEASE HAVE YOUR PHYSICIAN FILL OUT THIS FORM AND SEND TO:

Tocasumca Parks and Recreation Department
PREP
88 Swampcott Road
Seatville, Virginia

MEDICAL RELEASE FORM

This medical form will provide our staff with information concerning any present illness, condition(s) and/or past operations of which we should be aware in regard to your child's involvement in activities.

Name of Applicant ____________________

Address ____________________
(Street) (City) (Zip Code)

Date of Birth __________ Age __________ Phone __________

Parent/Guardian Blue Cross or Health Insurance # ____________________

Name of Family Physician ____________________

Significant Illness/Operation(s)/Conditions ____________________

____

____

		Explanations and Comments
Allergies	___ Yes ___ No	____________________
Seizures:	___ Yes ___ No	____________________
Medication	___ Yes ___ No	Dosage: Time(s):
Dietary Restriction	___ Yes ___ No	____________________
Braces, Prosthetics and/or appliances	___ Yes ___ No	____________________
Physical Limitation	___ Yes ___ No	____________________
Hearing Loss	___ Yes ___ No	____________________
Visual Complications	___ Yes ___ No	____________________
Speech Difficulties	___ Yes ___ No	____________________
Heart Difficulties	___ Yes ___ No	____________________
Tetanus Innoculation	___ Yes ___ No	Date of Last Innoculation:
Other Medications	___ Yes ___ No	Dosage: Time(s):

I hereby certify that this applicant is medically fit to participate in the Tacasumca Department of Parks and Recreation, PREP programs.

Physician's Signature: ____________________ Date: __________

Address ____________________
(Street) (City) (Zip Code)

NOTE: If the Medical Release Form is not signed by a physician, it must be fully understood that parent/guardian takes responsibility that the information regarding participant's physical health is accurate. I hereby give my consent for

______________________________ to participate in Tacasumca Department of Parks and
(Participant's Name)

Recreation, PREP program.

Signature:____Date: ____________________
(Parent/Guardian)

PRESCHOOL RECREATION ENRICHMENT PROGRAM

. . . a summer day camp for developmentally delayed pre-school children.

DATES:	June 26, 1978 through August 4, 1978 (No camp Tuesday, July 4, 1978)
HOURS:	9:30 a.m. - 1:30 p.m. (Monday-Friday)
LOCATIONS:	Seatville Recreation Center, Seatville, Virginia (for residents north of Central Avenue) Pleasantshore Community Center, Pleasant Shore, Virginia (for residents south of Central Avenue)
ELIGIBILITY:	1. Residents of Tacasumca County 2. 3-5 years of age 3. Identified as having a developmental delay (language, motor, social)
REGISTRATION:	Limited to 25 children per camp on a first-come-first-served basis.
FEE:	$90 for six (6) weeks; $45 for three (3) weeks (transportation and milk is included). A $25 deposit required with application by June 1, 1978; the balance due by June 16, 1978.
PROGRAM/STAFF:	The Day Camp will provide the children an opportunity to develop skills needed to play successfully with other children. Through play, motor, language and socialization skills will be taught. The Prep Program Manual and Resource and Implementation Guide will be used to plan the camp program. The staff are highly skilled and trained professionals in the field of therapeutic recreation, special education, adapted physical education, and related areas.

For further information, contact Herman Astor (northern), or Franklin Kenny (southern) at 277-2200, ext. 386.

APPENDIX B

Sample List of Competencies

LIST OF COMPETENCIES FOR THE IMPLEMENTATION OF RECREATION PROGRAMS FOR HANDICAPPED PRESCHOOL CHILDREN

1. Ability to plan/implement recreation programs for handicapped preschool children based upon specific goals and objectives.
2. Ability to design recreation activities for the handicapped preschool child based on child assessment.
3. Ability to select behavioral objectives in relation to the needs of handicapped preschool children.
4. Ability to develop long range program plans.
5. Ability to utilize arts and crafts, dance and music for broadening a child's growth and development.
6. Ability to interact with handicapped preschool children in ways that effect a positive self-concept.
7. Ability to utilize successful play experiences for building and reinforcing a child's self-concept.
8. Ability to design learning experiences in the motor and associative learning area at which the handicapped pre-school child can succeed.
9. Ability to develop teaching strategies for fostering motor and associative learning.
10. Ability to modify motor activities and learning strategies in relation to the needs of the child.
11. Ability to utilize assessment techniques to establish a child's motor ability.
12. Ability to identify a child's fine and gross movement needs.
13. Ability to prescribe for an individual's needs in fine and gross movement recreation activities.
14. Ability to sequence individual activities for handicapped preschool children.
15. Ability to arrange for or modify learning environments supportive of motor and/or associative learning activities.
16. Ability to assist a child in integrating sensory and motor patterns in learning motor skills.
17. Ability to utilize assessment techniques to establish a child's language skills.
18. Ability to understand the development of receptive and expressive language skills in handicapped preschool children.

19. Ability to assist a child in developing receptive and expressive language skills.

20. Ability to teach language skills in conjunction with motor activities.

21. Ability to utilize motor activities as a means for eliciting language.

22. Ability to utilize assessment techniques to establish a child's social skills.

23. Ability to utilize techniques which encourage social interaction through play.

24. Ability to assist the child in developing healthy play patterns.

25. Ability to utilize behavioral management techniques related to working with handicapped preschool children in a recreation environment.

26. Ability to organize large group activities.

27. Ability to organize small group activities.

28. Ability to organize individual activities.

29. Ability to communicate and work cooperatively with parents.

30. Ability to select and supervise staff which enhance and complement the aims of the program.

31. Ability to interact with staff to improve their motivations.

32. Ability to secure necessary resources, materials, and equipment to fulfill or enhance the aims of the program.

33. Ability to organize community awareness efforts.

34. Ability to recruit program participants.

35. Ability to utilize evaluative procedures for modifying recreation programs.

36. Ability to interpret program rationale to parents, teachers, and administrators.

37. Ability to implement standards and procedures for safe usage of equipment, space and materials for handicapped preschool children.

APPENDIX C

Part 3: Selected Sources of Federal Domestic Assistance

Source: Federal File: Leisure Information Service, Hawkins and Associates, Inc., Washington, D.C., 1978.

13.443 HANDICAPPED-RESEARCH AND DEMONSTRATION

AUTHORIZATION: Education of the Handicapped Act, Title VI, Part E; Public Law 91-230; 20 U.S.C. 1441.

OBJECTIVES: To improve the education of handicapped children through research and demonstration projects.

TYPES OF ASSISTANCE: Project Grants (and Contracts).

USES AND USE RESTRICTIONS: To support research and related activities designed to improve the education of handicapped children, including physical education and recreation.

Applicant Eligibility: State or local educational agencies, public and private institutions of higher learning, and other public or private educational or research agencies and organizations are eligible to participate in the program.

Deadlines: As announced.

Range and Average of Financial Assistance: $4,000 to $1,000,000; $100,000.

INFORMATION CONTACTS:

Regional or Local Office: Not applicable.

Headquarters Office: Director, Division of Innovation and Development, Bureau of Education for the Handicapped, Office of Education, 400 Maryland Avenue, S.W., Washington, DC 20202. Telephone: (202) 245-2275.

13.444 HANDICAPPED EARLY CHILDHOOD ASSISTANCE

(Early Education Program)

AUTHORIZATION: Education of the Handicapped Act, Public Law 91-230, Title VI, Part C, 20 U.S.C. 1423.

OBJECTIVES: To support experimental preschool and early childhood programs for handicapped children.

TYPES OF ASSISTANCE: Project Grants.

USES AND USE RESTRICTIONS: Grants are given to projects to demonstrate exemplary services to handicapped children from birth through the early education years. Parent participation, dissemination of information to the professional community and general public, and evaluation of the effectiveness of each project are included.

Applicant Eligibility: Public agencies and private nonprofit organizations.

Deadlines: As announced in the Federal Register.

Range and Average of Financial Assistance: $25,000 to $100,000; $25,000 (planning), $100,000 (operational).

INFORMATION CONTACTS:

Regional or Local Office: Not applicable.

Headquarters Office: Program Coordinator, Handicapped Children's Early Education Assistance, Program Development Branch Division of Innovation and Development, Office of Education, 400 Maryland Avenue, S.W., Washington, DC 20202. Telephone: (202) 245-9722.

13.445 HANDICAPPED INNOVATIVE PROGRAMS-DEAF-BLIND CENTERS

(Centers and Services for Deaf-Blind Children)

AUTHORIZATION: Education of the Handicapped Act, Title VI, Part C, Section 622; Public Law 91-230; 20 U.S.C. 1422.

OBJECTIVES: To establish regional centers to provide all deaf-blind children the following: (1) comprehensive diagnostic and evaluative services; (2) a program for their education, adjustment, and orientation, and (3) effective consultative services for their parents, teachers, and others involved in their welfare.

TYPES OF ASSISTANCE: Project Grants (Contracts).

USES AND USE RESTRICTIONS: Grants and/or contracts may be used to provide those services listed under Objectives above and in addition, in-service training, dissemination of materials and information, and construction.

Applicant Eligibility: Public or nonprofit agencies, organizations, or institutions. A grant or contract shall be made only if the Deputy Commissioner of the Bureau of Education for the Handicapped determines that there is satisfactory assurance that the center will provide such services as stated in Public Law 91-230, Part C, Section 622 (d) (A,B,C,), Title VI, Education of the Handicapped Act.

Deadlines: As announced.

Range and Average of Financial Assistance: $600,000 to $1,600,000; $1,600,000.

INFORMATION CONTACTS:

Regional or Local Office: Not applicable.

Headquarters Office: Coordinator, Centers and Services for Deaf-Blind Children, Bureau of Education for the Handicapped, Division of Assistance to States, Office of Education, 400 Maryland Avenue S.W., Washington, DC 20202. Telephone: (202) 245-7134.

13.446 HANDICAPPED MEDIA SERVICES AND CAPTIONED FILMS

(Captioned Films for the Deaf)

AUTHORIZATION: Education of the Handicapped Act, Title VI, Part F; Public Law 91-230, 20 U.S.C. 1452.

OBJECTIVES: To maintain a free loan service of captioned films and instructional media for the educational, cultural, and vocational enrichment of the deaf. Provide for acquisition and distribution of media materials and equipment; provide contracts and grants for research into the use of media, and train teachers, parents, and others in media utilization.

TYPES OF ASSISTANCE: Direct Payments for Specified Use; Research Contracts.

USES AND USE RESTRICTIONS: Contracts and grants may be given to conduct research in the use of educational and training films and other educational media for the handicapped. Contracts and grants also provide for the training of teachers, parents, and others who work with the handicapped in the use of educational media. The program is authorized to acquire, produce, and distribute films and other related media, and media equipment. The captioned general-interest films are limited to registered deaf users. Distribution of educational media to other handicapped groups is accomplished through the Area Learning Resource Center Network.

Applicant Eligibility: State or local public agencies and schools, organizations, or groups of deaf persons may apply to the Captioned Films and Telecommunications Branch of the Bureau of Education for the Handicapped. State or local public agencies and schools, public or other nonprofit institutions of higher education may submit proposals for projects to the Captioned Films and Telecommunications Branch.

Deadlines: As announced in "Commerce Business Daily."

Range and Average of Financial Assistance: $8,000 to $650,000; $190,000.

INFORMATION CONTACTS:

Regional or Local Office: Not applicable.

Headquarters Office: Chief, Captioned Films and Telecommunications Branch, Division of Media Services, Bureau of Education for the Handicapped, Office of Education, Department of Health, Education, and Welfare, Washington, DC 20202. Telephone: (202) 245-9606.

13.449 HANDICAPPED PRESCHOOL AND SCHOOL PROGRAMS

(Part B, Education of the Handicapped Act)

AUTHORIZATION: Education of the Handicapped Act, Title VI, Part B; Public Law 91-230; as amended by Public Law 93-380 and Public Law 94-142; 20 U.S.C. 1411-1414.

OBJECTIVES: To provide grants to states to assist them in the initiation, improvement, and expansion of educational and related services for handicapped children at the preschool, elementary, and secondary school levels.

TYPES OF ASSISTANCE: Formula Grants.

USES AND USE RESTRICTIONS: Funds paid to the states under this title may not be made available to any school for handicapped children eligible for assistance under Section 103(a) (5) of Title I of the ESEA of 1965 (for State operated and supported schools for the handicapped).

Applicant Eligibility: State education agencies in the 50 states, District of Columbia, American Samoa, Guam, Commonwealth of Puerto Rico, Virgin Islands, and Trust Territory of the Pacific Islands, and the Department of the Interior, Bureau of Indian Affairs may apply to the Office of Education for participation in the Part B, EHA program. Once states begin participating, local education agencies may apply to their State education agency for funds.

Deadlines: Varies within each State.

Range and Average of Financial Assistance: $300,000 to $10,000,000. $1,900,000.

INFORMATION CONTACTS:

Regional or Local Office: Not applicable.

Headquarters Office: Policy and Procedures Officer, Aid to States Branch, Division of Assistance to States, Bureau of Education for the Handicapped, Office of Education, 400 Maryland Avenue, S.W., Washington, DC 20202. Telephone: (202) 245-9405.

13.451 HANDICAPPED PERSONNEL PREPARATION

(Handicapped teacher, Physical education and/or recreation training)

AUTHORIZATION: Education of the Handicapped Act, Title VI (Part D, Section 631, 632, and 634); Public Law 91-230, as amended by Public Law 93-380, Education Amendments of 1974; 20 U.S.C. 1431, 1432, and 1434.

OBJECTIVES: To improve the quality and increase the supply of teachers, supervisors, administrators, researchers, teacher educators, speech correctionists, and other special personnel such as specialists in physical education and recreation, and paraprofessionals.

TYPES OF ASSISTANCE: Project Grants.

USES AND USE RESTRICTIONS: Grants may be used for undergraduate, graduate, and summer traineeships, special study institutes, and special projects. Project applications from institutions of higher education or other public and/or private nonprofit agencies are subject to review and recommendation by field readers with final approval resting with the Commissioner of Education. State educational agencies are eligible to apply. Funds may be used for student's stipends, dependency allowances, or institutional support. Grants to State educational agencies may include programs for preparation of physical educators and/or recreation personnel if such educators and personnel are certified (or certifiable) under applicable State law.

Applicant Eligibility: Applications for grants may be submitted by institutions of higher education and State educational agencies. Other nonprofit public and private agencies are eligible for participation.

Deadlines: As announced in the Federal Register.

Range and Average of Financial Assistance: College range $3,000 to $500,000; average $63,000; State educational agencies range $50,000 to $200,000; average $102,000; Special Projects range $5,000 to $250,000; average $107,000.

INFORMATION CONTACTS:

Regional or Local Office: Not applicable.

Headquarters Office: Director, Division of Personnel Preparation, Office of Education, Bureau of Education for the Handicapped, Department of Health, Education, and Welfare, Washington, DC 20202. Telephone: (202) 245-9886.

13.563 COMMUNITY EDUCATION

(Community Schools)

AUTHORIZATION: Title IV, Section 405 of the Education Amendments of 1974, Special Projects Act; Public Law 93-380; 88 Stat. 549-551; 20 U.S.C. 1864.

OBJECTIVES: To provide educational, recreational, cultural, and other related community services in accordance with the needs, interest, and concerns of the community, through the establishment of the community education program as a center for such activities in cooperation with other community groups.

TYPES OF ASSISTANCE: Project Grants (Contracts).

USES AND USE RESTRICTIONS: To provide assistance through project grants and technical assistance to State and local educational agencies to plan, establish, expand, operate and/or provide developmental and technical assistance to one or more community education programs, and institutions of higher education. To develop and establish, or expand, programs which will train persons to plan and operate community education programs. Assistance will be provided generally for leadership, coordination and administrative costs of planning, establishing, expanding, operating, etc., of community education programs. Only when specifically authorized by the Commissioner of Education will assistance be provided for instructors, salaries, operational or construction costs.

Applicant Eligibility: State and local educational agencies to establish, expand, improve, or maintain local community education programs; institutions of higher education for training grants. For further explication of applicant eligibility, see the regulation.

Deadlines: As announced by the Commissioner of Education.

Range and Average of Financial Assistance: No previous awards have been made; exact range and average of grants is not known at this time.

INFORMATION CONTACTS:

Regional or Local Office: Not Applicable.

Headquarters Office: Director, Community Education Program, Bureau of Occupational and Adult Education, Office of Education, Washington, DC 20202. Telephone: (202) 245-0691.

13.568 HANDICAPPED INNOVATIVE PROGRAMS-PROGRAMS FOR SEVERELY HANDICAPPED CHILDREN

(Programs for Severely Handicapped Children and Youth)

AUTHORIZATION: Education of the Handicapped Act, Title VI, Part C, Section 624, Public Law 91-230; 20 U.S.C. 1424.

OBJECTIVES: To improve and expand educational/training services for severely handicapped children and youth; and improve the general acceptance of such people by the general public, professionals, and possible employers.

TYPES OF ASSISTANCE: Project Grants (Contracts).

USES AND USE RESTRICTIONS: Contracts (grants) must be designed to provide comprehensive diagnostic, prescriptive, educational/training, and evaluative services to severely handicapped children and youth, in-service training of staff, dissemination of materials and information, and construction. Research and teacher preparation are outside of program intent, except to the extent necessary for support of an approvable program. Evidence of coordination of project with agencies serving the same population must be provided including the indication of consonance of the project with State planning for handicapped children.

Applicant Eligibility: Public and non-profit private agencies, organizations, or institutions, including State department of special education, intermediate or local educational agencies, institutions of higher learning, professional organizations and volunteer associations.

Deadlines: As announced.

Range and Average of Financial Assistance: $98,000 to $435,000.

INFORMATION CONTACTS:

Regional or Local Office: Not applicable.

Headquarters Office: Program Officer, Projects for Severely Handicapped Children and Youth, Special Services Branch, Bureau of Education for the Handicapped, 400 Maryland Ave., S.W., (ROB3, Room 2015), Washington, DC 20202. Telephone: (202) 245-9815.

13.571 EDUCATIONAL INNOVATION AND SUPPORT

AUTHORIZATION: Elementary and Secondary Education Act, Title IV, Part C, as amended by Public Law 93-380; 20 U.S.C. 1831.

OBJECTIVES: To support supplementary educational centers and services, innovative projects, dropout prevention projects, health and nutrition programs and strengthening of State and local educational agencies

TYPES OF ASSISTANCE: Formula Grants.

USES AND USE RESTRICTIONS: Use of funds is defined as follows: (1) Strengthening State and local educational agencies - Funds expended for these purposes must improve State and local educational management capabilities, including comprehensive planning and evaluation. A legislatively limited portion of the funds may be used for these purposes: no greater than 15 percent of the allocation. (2) For the remainder of the funds: 15 percent must be spent on special programs or projects for the education of children with specific learning disabilities and handicapped children; and expenditures for programs and projects for non-public school children will be equal to expenditures for public school children. These funds are awarded on a competitive basis by the State to local education agencies to support supplementary educational centers and services, innovative projects, dropout prevention projects, and health and nutrition programs.

Applicant Eligibility: Any State desiring to receive funds from Part C must establish a State Title IV Advisory Council and submit a State program plan designating the State educational agency as the sole administrator of the plan. The Annual State Program Plan must provide assurances for non-public participation, provide for adoption of procedures for annual State Advisory Council evaluation of these programs and projects, for dissemination activities, and for the adoption of successful projects, provide assurances that Federal funds will not be commingled with State funds.

Deadlines: None.

Range and Average of Financial Assistance: $723,753 to $14,020,376; $3,216,757.

INFORMATION CONTACTS:

Regional or Local Office: Not applicable.

Headquarters Office: U.S. Office of Education, Bureau of School Systems, State and Local Educational Pro- grams, 400 Maryland Avenue, S.W., FOB- No. 6, Room 2079-D, Washington, DC 20202. Telephone: (202) 245-8094

13.603 OFFICE FOR HANCICAPPED INDIVIDUALS

(OHI)

AUTHORIZATION: Rehabilitation Act of 1973, Public Law 93-112; Title IV, Section 405, Established February 20, 1974, Vocational Rehabilitation Act Amendments of 1974, Public Law 93-516, Title I, Section 109, December 7, 1974.

OBJECTIVES: To serve as the focal point within the Department of Health, Education, and Welfare for review, coordination, information and planning related to Department-wide policies, programs, procedures and activities relevant to the physically and mentally handicapped. The Office for handicapped individuals implements the provisions of Section 405 of Public Law 93-112.

TYPES OF ASSISTANCE: Advisory Services and Counseling; Dissemination of Technical Information.

USES AND USE RESTRICTIONS: Not applicable.

Applicant Eligibility: The services of the Office are available to all interested persons and organizations upon request.

Deadlines: Not applicable.

Range and Average of Financial Assistance: Not applicable.

INFORMATION CONTACTS:

Regional or Local Office: Assistant Regional Director for Human Development, HEW Regional Offices (see appendix).

Headquarters Office: Office for Handicapped Individuals, Office of Human Development, Department of Health, Education, and Welfare, Telephone: (202) 245-6644.

13.613 MENTAL RETARDATION EVALUATION-PRESIDENT'S COMMITTEE ON MENTAL RETARDATION

AUTHORIZATION: Executive Order 11776, dated March 28, 1974; Presidential Directive, dated November 16, 1971.

OBJECTIVES: To advise and assist the President on all matters pertaining to mental retardation, evaluate national, State and local efforts; help coordinate Federal activities; facilitate communication between Federal, State and local agencies; inform the public about mental retardation; mobilize support for related activities.

TYPES OF ASSISTANCE: Advisory Services and Counseling; Dissemination of Technical Information.

USES AND USE RESTRICTIONS: Not applicable.

Applicant Eligibility: Not applicable.

Deadlines: None.

Range and Average of Financial Assistance: Not applicable.

INFORMATION CONTACTS:

Regional or Local Office: None.

Headquarters Office: Executive Director, President's Committee on Mental Retardation, Washington, DC 20201. Telephone: (202) 245-7634.

13.627 REHABILITATION RESEARCH AND DEMONSTRATIONS

(Rehabilitation Research)

AUTHORIZATION: Rehabilitation Act of 1973, Section 202 of Public Law 93-112; 29 U.S.C. 701 et seq.

OBJECTIVES: To discover, test, demonstrate, and promote utilization of new concepts and devices which will provide rehabilitation services to handicapped individuals.

TYPES OF ASSISTANCE: Project Grants; Research Contracts.

USES AND USE RESTRICTIONS: Grants and contracts are awarded for innovative research and demonstrations of regional and national significance that are responsive to Rehabilitation Services Administration (RSA) program priorities. All applications must meet standard of excellence in research or evaluation design.

Applicant Eligibility: Grants may be made to states and nonprofit organizations. Contracts may be executed with nonprofit or profit organizations. Grants cannot be made directly to individuals.

Deadlines: Established when grants and contracts are solicited by Grant Guidelines and Requests for Proposals. Unsolicited applications may be submitted any time.

Range and Average of Financial Assistance: Grants and contracts range from $10,000 to $1,500,000. Individual project grants average about $75,000 a year. However, these figures vary with type of program.

INFORMATION CONTACTS:

Regional or Local Office: Appropriate Regional R&D Specialist (see appendix for Regional Offices).

Headquarters Office: Executive Director of Research, Rehabilitation Services Administration, Office of Human Development, Office of the Secretary, Department of Health, Education, and Welfare, 330 C Street, S.W., Washington, DC 20201. Telephone: (202) 245-0565.

13.630 DEVELOPMENTAL DISABILITIES-BASIC SUPPORT

AUTHORIZATION: Mental Retardation Facilities and Community Mental Health Centers Construction Act of 1963, Public Law 88-164; as amended by Public Law 91-517, the Developmental Disabilities Services and Construction Act of 1970; as amended by Public Law 94-103, the Developmentally Disabled Assistance and Bill of Rights Act.

OBJECTIVES: To assist states in developing and implementing a comprehensive and continuing plan for meeting the needs of persons who have a disability resulting from mental retardation, cerebral palsy, epilepsy, or other neurological condition which originates before age 18, and is a substantial handicap.

TYPES OF ASSISTANCE: Formula Grants.

USES AND USE RESTRICTIONS: Allotments under basic formula grant may be used for State or local planning and administration relating to services and facilities for persons with developmental disabilities, and for providing assistance to public or private nonprofit agencies for the delivery of services and for the construction of service facilities. Funds for construction may not exceed 10 percent of the State allotment; funds for administrative costs may not exceed 5 percent of a State's allotment or $50,000, whichever is less. Allotments for Protection and Advocacy of Rights of Persons with Developmental Disabilities may be used to assist states in effecting a system which will have authority to pursue legal and other remedies to assure protection of rights of the developmentally disabled receiving treatment, services or habilitation within the State.

Applicant Eligibility: Designated State agencies of the respective States and the District of Columbia, Puerto Rico, Virgin Islands, Guam, American Samoa, and Trust Territory of the Pacific Islands; except that designated agencies receiving allotments for Protection and Advocacy of Rights of the Developmentally Disabled must be independent of any State agency which provides treatment, services of habilitation to the developmentally disabled.

Deadlines: Not applicable.

Range and Average of Financial Assistance: $10,000 to $2,312,000; $537,000.

INFORMATION CONTACTS:

Regional or Local Office: Director, Developmental Disabilities Office, Department of Health, Education, and Welfare Regional Offices (see appendix for list of addresses).

Headquarters Office: Director, Developmental Disabilities Office, Office of Human Development, Office of the Secretary, Department of Health, Education, and Welfare, Washington, DC 20201. Telephone: (202) 245-0335.

13.631 DEVELOPMENTAL DISABILITIES-SPECIAL PROJECTS

AUTHORIZATION: Mental Retardation Facilities and Community Mental Health Centers Construction Act of 1963; Public Law 88-164, as amended by Public Law 91-517, the Developmental Disabilities Services and Facilities Construction Act of 1970, as amended by Public Law 94-103, the Developmentally Disabled Assistance and Bill of Rights Act of 1975.

OBJECTIVES: To provide partial support for projects to improve the quality of services to the developmentally disabled; public awareness and informational programs; demonstration of new or improved service techniques and service delivery; training; coordination of available community resources; and providing technical assistance. Not less than 25 percent of funds available shall be used for projects of national significance.

TYPES OF ASSISTANCE: Project Grants.

USES AND USE RESTRICTIONS: Projects grants are approved for personnel, equipment, travel, supplies, etc. Duplicative Federal assistance is precluded.

Applicant Eligibility: States, political subdivisions of states, other public agencies, and nonprofit organizations are eligible.

Deadlines: Varied. Contact HEW Regional Office for latest information.

Range and Average of Financial Assistance: $5,000 to $213,000; $60,000.

INFORMATION CONTACTS:

Regional or Local Office: Director, Developmental Disabilities Office, HEW Regional Offices (see appendix).

Headquarters Office: Director, Developmental Disabilities Office, Office of Human Development, Office of the Secretary, Department of Health, Education, and Welfare, Washington, DC 20201. Telephone: (202) 245-0335.

13.632 DEVELOPMENTAL DISABILITIES-DEMONSTRATION FACILITIES AND TRAINING

(University-Affiliated Facilities)

AUTHORIZATION: Mental Retardation Facilities and Community Mental Health Centers Construction Act of 1963, Part B; Public Law 88-164, as amended by Public Law 91-517, the Developmental Disabilities Services and Facilities Construction Act of 1970, as amended by Public Law 94-103, the Developmentally Disabled Assistance and Bill of Rights Act of 1975.

OBJECTIVES: To fund administration and operation of demonstration facilities and interdisciplinary training programs for personnel needed to render specialized services to persons with developmental disabilities.

TYPES OF ASSISTANCE: Project Grants.

USES AND USE RESTRICTIONS: Salaries for administrators, coordinators, and others needed to operate a training facility such as clerical and financial personnel, maintenance and housekeeping personnel, overhead expenses, and expenses required to start up new programs, faculty for training programs which will meet critical manpower shortages and are not eligible for support from other sources. Health-related faculty and traineeship support are not available under this program.

Applicant Eligibility: A public or nonprofit facility which is associated with, or is an integral part of, a college or university and which aids in demonstrating the provision of specialized services for the diagnosis and treatment of persons with developmental disabilities and which provides education and training of personnel needed to render services to the developmentally disabled.

Deadlines: April 1 of each year.

Range and Average of Financial Assistance: $25,000 to $413,000; $120,000.

INFORMATION CONTACTS:

Regional or Local Office: Director, Developmental Disabilities Office, HEW Regional Offices (see appendix).

Headquarters Office: Director, Developmental Disabilities Office, Office of Human Development, Department of Health, Education, and Welfare, Washington, DC 20201. Telephone: (202) 245-0335.

17.232 COMPREHENSIVE EMPLOYMENT AND TRAINING PROGRAMS

(Comprehensive Employment and Training Act of 1973, as Amended)

AUTHORIZATION: Titles I, II and Section 304 (a)(3) of the Comprehensive Employment and Training Act, Public Law 93-203, 87 Stat. 839. Also the Emergency Jobs and Unemployment Assistance Act of 1974, Public Law 93-567, 88 Stat. 1845 which amends Public Law 93-203 by adding a new Title VI.

OBJECTIVES: To provide job training and employment opportunities for economically disadvantaged, unemployed, and underemployed persons and to assure that training and other services lead to maximum employment opportunities and enhance self-sufficiency by establishing a flexible and decentralized system of Federal, State, and local programs.

TYPES OF ASSISTANCE: Formula Grants; Project Grants.

USES AND USE RESTRICTIONS: Title I - This program is directed to providing training and employment opportunities to the unemployed, underemployed, and disadvantaged. Program activities are: Class-room Training; On-the-Job Training; Public Service Employment, Work Experience; Services to Clients; and other allowable activities. Public Service Employment is subject to the restrictions under Title II. - This program provides transitional employment to unemployed or underemployed persons residing in areas of high unemployment in jobs which provide public services. Section 304 (a)(3) - This program provides employment, training, counseling and job preparation for economically disadvantaged youths during summer months. Title VI - This program is directed to providing temporary public service employment for unemployed and underemployed persons.

Applicant Eligibility: Title I - States, units of general local government having a population of 100,000 or more, consortia of local government units, at least one of which has a total population of 100,000 or more, units of local government which are considered eligible by the Secretary because of special circumstances, and a limited number of Concentrated Employment Program grantees in existence at time of enactment (December 1973). Title II - Applicants qualified under Title I and Indian tribes on Federal or State reservations, either of which contain areas of substantial (6.5 percent or more) unemployment. Section 304 (a)(3) Summer Program-Applicants qualified under Title I, and Indian Tribes on Federal or State Reservations. Title VI - Applicants qualified under Title I and Indian Tribes on Federal or State reservations.

Deadlines: Each prime sponsor applicant shall submit its grant application to the RA on or before the date set by the Secretary.

Range and Average of Financial Assistance: No established range; based on formula allocations.

INFORMATION CONTACTS:

Regional or Local Office: Contact appropriate Regional Employment and Training Office listed in appendix.

Headquarters Office: Employment and Training Administration, U.S. Department of Labor, 601 D Street, N.W. Washington DC 20213. Telephone: (202) 376-6366.

20.500 URBAN MASS TRANSPORTATION CAPITAL IMPROVEMENT GRANTS

(Capital Grants)

AUTHORIZATION: Urban Mass Transportation Act of 1964; Public Law 88-365, as amended through November 26, 1974; Public Law 93-503; 49 U.S.C. 1601 et seq.

OBJECTIVES: To assist in financing the acquisition, construction, reconstruction, and improvement of facilities and equipment for use, by operation, lease, or otherwise, in mass transportation service in urban areas and in coordinating service with highway and other transportation in such areas.

TYPES OF ASSISTANCE: Project Grants.

USES AND USE RESTRICTIONS: Eligible facilities and equipment include land, buses, other rolling stock, and other real and personal property needed for an efficient and coordinated mass transportation system. Ordinary governmental or nonproject operating expenses are excluded. Adequate public notice must be given of intent; social and economic impact on environment must be considered; project must be consistent with official plans for comprehensive development of urban areas.

Applicant Eligibility: Public agencies. Private transportation companies may participate through contractual arrangements with a public agency grantee. Applicant must have legal financial and technical capacity to carry out proposed project. Capital funds are also available through the states to private, non-profit organizations for the purpose of providing transportation services to the elderly and the handicapped.

Deadlines: None.

Range and Average of Financial Assistance: $1,216 to $144,090,400; $5,048,948.

INFORMATION CONTACTS:

Regional or Local Office: See appendix for addresses.

Headquarters Office: Associate Administrator, Office of Capital Assistance, Urban Mass Transportation Administration, 400 7th St. S.W., Washington, DC 20590. Telephone: (202) 426-4020.

53.001 HANDICAPPED EMPLOYMENT PROMOTION

AUTHORIZATION: Executive Order 11480.

OBJECTIVES: To promote employment opportunities for the physically and mentally handicapped.

TYPES OF ASSISTANCE: Advisory Services and Counseling; Dissemination of Technical Information.

USES AND USE RESTRICTIONS: Cooperate with Governors' committees in the 50 states and with local community committees, conduct a national publicity program and provide State and local committees with promotional assistance by cooperating with other public and private groups in promotional campaigns. Promotional aids are available to organizations of the physically and mentally handicapped, those organizations concerned with the handicapped, as well as individuals.

Applicant Eligibility: State Governors' committees on employment of the handicapped, and other groups and individuals interested in promoting the employment of mentally and physically handicapped persons.

Deadlines: None.

Range and Average of Financial Assistance: Not applicable.

INFORMATION CONTACTS:

Regional or Local Office: Governor's Committees on Employment of the Handicapped headquartered in every State capitol. Nearly 1,000 local committees.

Headquarters Office: Executive Director, President's Committee on Employment of the Handicapped, Washington, DC 20210. Telephone: (202) 653-5044.

APPENDIX D

PREP Skill Assessment Sheets

PREP SKILL ASSESSMENT SHEET DATE:

Scoring

Assessment

B = Beginning
I = Intermediate
A = Advanced

GROSS MOTOR SKILLS

Name	Age	Body Identification	Static Balance	Crawling	Creeping	Dynamic Balance	Walking	Rolling	Pushing	Pulling	Lifting and Carrying	Throwing	Catching	Striking	Climbing	Running	Jumping	Hopping	Kicking
1.																			
2.																			
3.																			
4.																			
5.																			
6.																			
7.																			
8.																			
9.																			
10.																			
11.																			
12.																			
13.																			

(Indicate comments on reverse side)

PREP SKILL ASSESSMENT SHEET DATE:

Scoring

Assessment

B = Beginning
I = Intermediate
A = Advanced

FINE MOTOR SKILLS

Name	Age	Grasping	Block Building	Hammering	Pouring	Drawing	Stringing	Cutting	Zipping	Buttoning
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
10.										
11.										
12.										
13.										

(Indicate comments on reverse side)

APPENDIX E

PREP Child Gain Form

PROJECT PREP

CHILD GAIN FORM

Child's Name:______________________________

Birthdate:______________________ Age: __________

Person filling out the form:______________________________
Position

Program______________________________

Date:______________________

Please rate and comment on the above child's behavior using the scale below.

N/O - Not observed
1 - Never
2 - Sometimes
3 - Most of the time
4 - All the time

1. ______________ Will the child attempt new activities?

Comments:

2. ______________ Does the child easily accept new situations and/or changes in routine?

Comments:

3. ______________ Does the child interact with other children in group situations?

Comments:

4. ______________ Does the child understand directions?

Comments:

5. ______________ Can the child follow directions?

Comments:

6. ________________ Does the child persist in completing a task?

Comments:

7. Does the child demonstrate skills in the following areas? Please check and comment where pertinent:

Gross Motor Skills

Body Identification ________________________

Static Balance ________________________

Crawling ________________________

Dynamic Balance ________________________

Creeping ________________________

Walking ________________________

Rolling ________________________

Pushing ________________________

Pulling ________________________

Lifting & Carrying ________________________

Throwing ________________________

Catching ________________________

Striking ________________________

Climbing ________________________

Running ________________________

Jumping ________________________

Hopping ________________________

Kicking ________________________

Fine Motor Skills

Grasping ________________________

Block Building ________________________

Hammering ________________________

Pouring ________________________

Drawing ________________________

Stinging ________________________

Cutting ________________________

Zipping ________________________

Buttoning ________________________

8. How does the child communicate?

Comments:

9. Please list any activities the child particularly enjoys:

10. Is the child more comfortable in structured or non-structured situations?

    Comments:

11. What behavior management techniques are utilized (if any)?

    Comments:

12. What specific goals and behavioral objectives outlined in the child's school program would you like to see continued and enhanced in our program?

    Comments:

APPENDIX F

PREP Impact Observation Forms #1 and #2

PREP

IMPACT OBSERVATION FORMS #1 AND #2

These forms are used to record observable actions of a facilitator engaged in implementing recreation activities with preschool and handicapped children.

PREP

IMPACT OBSERVATION FORM #1

MONITOR SPECIALIST:______________________ DATE: ______________

PROGRAM LOCATION: ______________________ NO. OF CHILDREN __________

RECREATION SPECIALIST: ______________________________

SKILLS: ______________________________________

I. Program

1. Was there a session plan? ___ yes ___ no Was there a weekly plan? ___ yes ___ no

2. Were the activities appropriate to developmental level of the children? _____

3. What areas did the session focus upon? (e.g. motor skills, language, socialization, behavior)______________________________

4. Were activities related to the areas of focus? ________________

5. Were the life experience activities utilized? ________________

6. Did the children have prerequisite skills for the activity? __________

7. Were prerequisite skills reviewed? ______________________

8. Was there appropriate activities to meet the needs of each child? _______

9. What modifications/additions to the Life Experience activities were planned and implemented? ______________________________

II. Specialist

Rate the Session on the following:

1. Motivating children

____ good ____ fair ____ poor ____ N/A

2. Establishing appropriate learning climate via life experience/recreational activities.

____ good ____ fair ____ poor ____ N/A

3. Smoothness of Transitions

____ good ____ fair ____ poor ____ N/A

4. Preparation

____ good ____ fair ____ poor ____ N/A

5. Involvement of children in all aspects of the session

____ good ____ fair ____ poor ____ N/A

6. Utilization of the environment.

____ good ____ fair ____ poor ____ N/A

7. Were modifications made when the session activities proved unsuccessful? Explain. ____

____

8. How was children's inappropriate behavior treated?

very appropriately ____________ little success ____________

attempted, but no success ______________ not handled ______________

III. Learning Environment

1. Were there small and large group activities? ___ yes ___ no

   Comments: ____

   ____

2. How was the environment structured in large and/or small groups? __________

   ____

   ____

   ____

3. Was there a summing up activity for the skill? ______________________

   ____

4. Was appropriate decision made in terms of:

   a) selection of skills: ___ yes ___ no ___ undecided
   b) review of related activities: ___ yes ___ no ___ undecided
   c) prerequisite skills: ___ yes ___ no ___ undecided
   d) demonstration: ___ yes ___ no ___ undecided
   e) expansion of skill: ___ yes ___ no ___ undecided
   f) summing up or culminating activity: ___ yes ___ no ___ undecided

   Comments: ____

   ____

   ____

   ____

5. Which Socialization Activities/Games were implemented? ______________

   ____

   ____

   How successful? ____

6. Which language activities/key words/songs were utilized? ______________

   ____

   ____

   How successful? ____

7. Were children actively involved in learning and utilizing skills?

____

____

8. Were the children:

COMMENTS:

Attentive: ____ ______________________________

Cooperative: ____ ______________________________

Resistant: ____ ______________________________

Tired: ____ ______________________________

High Active: ____ ______________________________

Low Active: ____ ______________________________

9. Was child evaluation considered in the session? If so, how was it indicated?

____

____

____

PREP

Impact Observation Form #2

Name of Facility: ______________________

Address: ______________________

Date of Observation: ______________________

Time: From: ______________ To: ______________

Observer: ______________________ Title: __________

Number of Children: __________ Age Range: __________

Number of Adults: __________ Job Titles: __________

A. General Structure of Environment

	Yes	No	Comments
1. Is the space divided into activity areas or learning centers?			
2. Are there adaptations for specific handicapping conditions?			
3. Does the space appear to be adequate for the numbers of children and adults?			
4. Do the major furnishings of the classroom (tables, chairs, sinks, toilets, water fountains, shelves, coat racks, etc.) match the size and ability levels of the children?			

	Yes	No	Comments
5. Is the overall atmosphere of the children's area(s) pleasant? (i.e., well-lighted, comfortable, clean, etc.)			

B. Scheduling

	Yes	No	Comments
1. Is the daily schedule posted in the room or learning centers?			
2. Does the schedule provide for optimal involvement of children and teachers at all times?			
3. Of the following, which types of activities are selected in the daily scheduling? (check each one separately)			
Large Groups			
Small Groups			
Individual			
Leader Directed			
Child Initiated			
4. Is there an obvious emphasis on one or more types of activities listed alone? If yes, specify.			

	Yes	No	Comments
5. Does the schedule reflect planning a balance between quiet/sedentary and noisy/movement activities?			
6. Are transitions from one activity to another smooth and orderly (Note any transition techniques apparent to the observer--movement, music, bell, verbal cues, etc.			

C. Materials

	Yes	No	Comments
1. Are commercial materials adapted for individual children? If yes, state example.			
2. Does the program demonstrate the development of leader-made materials.			
3. Do the materials facilitate multi-sensory experiences?			

D. Program

	Yes	No	Comments
1. Does the program demonstrate the the use of the PREP Materials?			

	Yes	No	Comments
2. Are units of learning designated for each week?			
3. Does the program provide for repetition of concepts? a. for skill acquisition b. for practice of established skills			

E. Methods

	Yes	No	Comments
1. Can an observer determine program objectives for each group?			
2. Do the performance objectives reflect use of assessment information on each child?			
3. Can the visitor observe the use of positive reinforcement?			
4. Can the visitor determine methods for dealing with inappropriate behavior? If yes, specify.			

F. Additional Information

1. Were any staff members available to talk with you? (If yes, state name and job title).

2. Were you able to obtain any information about child assessment instruments used and/or record-keeping systems on children's progress? (If yes, specify)

3. Is there a program for family involvement?

4. List specific activities observed.

5. What is your personal reaction to this site?

APPENDIX G

PREP Parent Evaluation of Program

PREP

PARENT EVALUATION OF PROGRAM

Your Name: ______________________________ Your Child's Name: ____________________

Camp enrolled in: ____________________Location: ____________________Date: _________

I. Buses

(A) Was the bus generally: On Time ____ Late ____ Early ____

Additional comments you would like to make on transportation, the bus driver or the bus aid: ____

____

____

II. Staff:

(A) Did you meet the staff at your child's program:
Personally ____
On the phone ____
Not at all ____

(B) Has your child mentioned any positive or negative experiences that reflect the quality of the staff?
Positive ____
Negative ____
Didn't mention ____

(Please use the back of the page to elaborate, if necessary.)

Additional comments regarding staff: ____________________________________

____

____

III. Program

(A) Do you feel you were kept informed of the activities that took place in the program? Yes ____ No ____ Sometimes ____

(B) Did you notice any changes in your child's behavior that you feel could be attributed directly to the program? Yes ____ No ____ Sometimes ____

(C) Did your child talk or do anything at home that reflected activities at the program? Yes ____ No ____ Didn't talk about it ____

(D) Did you notice, as a result of the program, any improvement in your child's behavior in the following areas?

	Yes	No	No Change	Worse
Physical	_____	_____	_____	_____
Emotional	_____	_____	_____	_____
Social	_____	_____	_____	_____
Intellectual	_____	_____	_____	_____

(E) Would you recommend this program to a parent whose child had problems that were similar to those of your child?

Yes _____ No _____ Only if the program changed _____

Additional comments you would like to make regarding the program: ____________

Please list any additional comments or suggestions you feel might benefit us during the next session.